



Department of Education

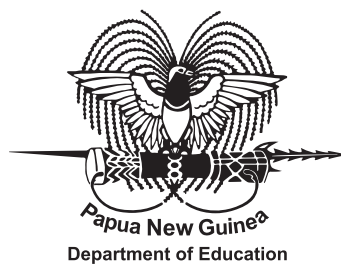
National Education Plan 2015-2019

Quality learning for all



National Education Plan 2015 - 2019

Quality learning for all



Acknowledgments

It is essential to demonstrate our appreciation of those whose tireless efforts helped to formulate the National Education Plan 2015–19. Their contributions are highly commendable.

It is not possible to thank individually everyone who has contributed to the development of the plan. The list includes many individuals in the national Department of Education (DoE), other government departments, church agencies, development partners and provincial education officers; we acknowledge all their contributions.

However, we particularly acknowledge acting Secretary for Education Dr. Uke Kombra, PhD, the DoE planning team including Joseph Logha, Maxton Essy, John Kawage, Sabati Mero, Peter Lagia, Kaminiel Irima, Raphael Pavuo, Joe Dau and former Secretary for Education Dr. Michael F. Tapo EdD.

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Contents

Abbreviations and acronyms		4
Figures and tables		6
Message from the Minister for Education		8
Message from the Secretary for Education		9
Executive summary		10
Section one	Papua New Guinea context	13
Section two	Education in Papua New Guinea	17
Section three	Planning framework	29
	-An overview of future development of education in PNG	32
	- Universal Education in PNG	33
Section four	The plan	35
Section five	Monitoring and evaluation	53
Section six	Projections and costings	67
Section seven	Annexes	73
Annex A	Additional data	74
Annex B	Enrollment projections for 2015–24	78
Annex C	Proposal for school system restructure reform	79
Section eight	Reference material	81

Abbreviations and acronyms

AD	Administration Division, NDoE
ALESCO	PNG government's human resource and payroll system
AOFP	Annual Operational Financial Plan
BOG	Board Of Governors
BOM	Board Of Management
CDD	Curriculum Development Division, NDoE
CEA	Church education agency
DPLGA	Department of Provincial and Local Government Affairs
DSG	District Support Grant
ECCE	Early-childhood care and education
EFA	Education For All
E-LD	E-Learning Division, NDoE
EMIS	Education Management Information System
FD	Finance Division, NDoE
FODE	Flexible open and distance learning
GCD	Guidance and Counselling Division, NDoE
GDP	Gross domestic product
GER	Gross enrolment ratio
GES	General Education Services Division, NDoE
GoPNG	Government of Papua New Guinea
HIV/AIDS	Human immunodeficiency virus/acquired immune deficiency syndrome
HROD	Human Resources and Organisational Development Division, NDoE
IA	Internal Audit Division, NDoE
ICT	Information and communications technology
ICTD	Information and Communications Technology Division, NDoE
IFMS	Integrated Financial Management System
Km	Kina million
LLG	Local-Level Government
M&E	Monitoring and evaluation
MCU	Media and Communications Unit, NDoE
MoE	Ministry of Education
MSD	Measurement Services Division, NDoE
NDoE	National Department of Education
NEP	National Education Plan
NER	Net enrolment ratio
NES	National education system

NGO	Non-governmental organisation
NLAS	National Literacy Awareness Secretariat, OLA
NQSSF	National Quality School Standards Framework
NSLCF	National School Leadership Competency Framework
NTCF	National Teachers' Competency Framework
OLA	Office of Libraries and Archives
OOSCI	Out-Of-School Children Initiative
PaBER	Pacific Benchmarking for Education Results
P&C	Parents and citizens
PARI	Papua New Guinea Accessibility Remote Index
PayD	Payroll Division, NDoE
PILNA	Pacific Islands Literacy and Numeracy Assessment
PISA	Program for International Student Assessment
PNG	Papua New Guinea
PPD	Policy and Planning Division, NDoE
PQEP	Parents for Quality Education Program
ProD	Procurement Division, NDoE
RED	Research and Evaluation Division, NDoE
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SD	Standards Division, NDoE
SERC	Special Education Resource Centre
SG	Standards and Guidance Division, NDoE
SLIP	School Learning Improvement Plan
SO	Standards Officer
TED	Teacher Education Division, NDoE
TFF	Tuition Fee Free
TIMSS	Trends in International Mathematics and Science Study
TSC	Teaching Service Commission
TVET	Technical and vocational education and training
TVETD	Technical and Vocational Education and Training Divisions, NDoE
WaSH	Water sanitation and hygiene

Figures and tables

Figure 1	The regions and provinces of Papua New Guinea	14
Figure 2	Total enrolment growth, 2004–14	20
Figure 3	Enrolment growth, by sector, 2004–14	21
Figure 4	Grade 8 to Grade 9 transition rate, by gender, 2004–14	21
Figure 5	Total government funding of education and enrolment, indexed to 2004 = 100, 2004–13	23
Figure 6	Total government funding of education, by major costs, 2004–13 (Km)	24
Figure 7	Education system, 2015	25
Figure 8	Gender of enrolled students, by sector, 2014	27
Figure 9	The National Education Plan connections in planning	30
Figure 10	NEP 2015–19 logic framework	36
Figure 11	NEP outputs	55
Figure 12	NEP outcomes	62
Figure 13	Student population, by grade, gender and over-age percentage, 2014	75
Table 1	Number of schools operating, by management, 2014	25
Table 2	Number of students enrolled, by grade, 2014	26
Table 3	Teacher numbers and teacher-pupil ratio, by grade, 2014	26
Table 4	Transition rate, 2014	27
Table 5	Long-term school building targets, in line with Vision 2050	39
Table 6	Projected student enrolment, 2015–19	68
Table 7	Financial projections, 2015 –19	69
Table 8	Revenue projections, by source, 2015–19	71
Table 9	Qualifications of teachers, by sector and gender, minimum required highlighted (% of total qualifications)	74
Table 10	Number of operating schools, by province and sector, 2014	75
Table 11	Student:teacher ratio and average number of teachers per school, by province and sector, 2014	75
Table 12	Student enrolment, by province and gender, 2014	76
Table 13	Districts without vocational centres, 2014	76
Table 14	Toilets, by sector, construction and gender, 2013	77
Table 15	Students with special needs, by grade, 2013	77
Table 16	Students with special needs registered with Special Education Resource Centre (SERC), by grade, 2013	77
Table 17	Projected student enrolment, 2015–24	78
Table 18:	Current system to Neew sytem	79

Message

from the Minister for Education



In this NEP I am delighted to announce the beginning of a well overdue initiative of 13 years of *Universal Education* for all students. This is a very exciting phase of development for our education system, building on the success of Universal Basic Education strategies. It will see PNG leading the way towards the achieving the Global 2030 goals of education. Every child in this country has the right to a relevant and quality education and this plan will lead the way.

Under *Universal Education* every child will have a quality education, with teacher's qualifications upgraded and a National Curriculum Framework guiding 13 years of education. There will be Quality Standards in place for learning, schools, teachers and principals. I pledge that we will make sure those standards are met and upheld across the country.

Universal Education will commence with a preparatory grade to build the foundations of literacy and numeracy. Students will progress through their primary education with grade 7 and 8 students, remaining in a primary school setting, having specialist English, mathematics and science teachers and learning skills such as critical thinking and problem solving. All Grade 9 to 12s will have choice of subjects to meet their academic, vocational and life needs.

The government's goal is to become a Smart, Wise, Fair, Healthy and Happy Society by 2050. To achieve this we need a quality, relevant and accessible education for every child, regardless of his or her circumstance. To achieve this we need to include learning of social and community values as well as 21st century skills such as problem, solving, self direction and critical thinking. With this approach to education PNG's citizens will be better equipped to make a positive contribution to our community while being able to stand tall in the international arena.

This NEP provides the road map for implementing the government's commitment to providing education and training in the technical and vocational skills that are an essential requirement for a successful nation. This plan is ambitious. It confirms the serious and determined commitment we have to establishing a first class education system in PNG. It shows clearly how well considered strategies can contribute to the ultimate goal of quality learning for all.

The national government will lead the way and work with all levels of government and educational institutions. It will also continue to provide substantial funding for education. The NEP depends on collaboration at all levels. It sets out clear strategies and responsibilities, for the National Department of Education and for provincial and lower-level governments.

Our fellow citizens have a right to expect us all to work together to achieve quality learning for all.

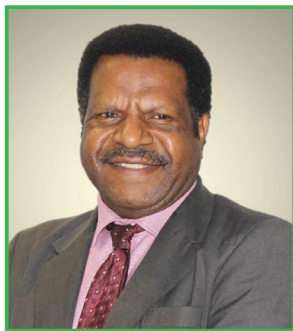
The country's foundation for a better future is Education and our commitment is to recognize it as a right will empower citizens to be smart, wiser, fair, healthy and happy

A handwritten signature in black ink, appearing to read 'Nick Kuman'. The signature is written in a cursive style. Below the signature is a horizontal dotted line.

Honourable Nick Kuman, B.ApSci.UWSyd, MBE, MP
Minister for Education

Message

from the Secretary for Education



This strategic plan has been produced by the Department of Education, but it is not a plan just for the public servants working in the department's headquarters. It is a plan for everyone who has responsibilities for education in Papua New Guinea.

The plan has been produced after consultations with people and organisations around the country and therefore reflects the reality on the ground. The strategies in the plan take account of the resources and capacities in all parts of the education system and are therefore strategies that we know we can achieve. The government's commitment to education means that we have no excuse for any failure to produce those deliverables.

Partners in education will work together to implement strategies to ensure that we achieve the three outcomes detailed in the NEP: all children and youths having access to a complete quality education; all students achieving learning standards and retention benchmarks; and education systems operating in a timely, proactive and coordinated manner. The three outcomes will result in quality learning for all. The plan recognises that quality education and training are essential for everyone.

This plan proudly presents *Universal Education*, where all students can progress through 13 years of relevant learning. Each six year old child will begin his or her schooling learning the foundations of education with an early childhood education approach, progress through primary years to a secondary education with relevant learning choices to include academic, work and life skills.

The department will also work closely with and support its partners throughout the country, including the Teaching Service Commission, the Office of Libraries and Archives, provincial and other governments, teachers, schools, parents and communities. All of us must work together for the good of the children and youths of Papua New Guinea.

We must measure our progress towards the quality learning goal and we must all be held to account for our work. An important part of the plan is therefore the monitoring and evaluation system that we will run in parallel with the strategies in the plan. Effective monitoring and evaluation will let us see what is working and what is not and will let us make corrections during the life of the NEP, as well as informing our system decision-making.

I urge you to work with us to make the plan a success by doing your part to implement strategies successfully, for the benefit of everyone in our country.

A handwritten signature in blue ink, which appears to read 'Uke Kombra'. The signature is written in a cursive style and is positioned above a dotted line.

Dr. Uke Kombra, PhD
Secretary for Education

Executive summary

Despite tangible progress in education over the past decade, much more remains to be done to improve access, retention, quality, equity and management to address remaining challenges in education.

The NEP 2015–19 is designed to give everyone in Papua New Guinea, regardless of their ability, gender or socio-economic background, an opportunity to be educated and to transform their lives, using an holistic, inclusive and integrated approach.

There have been many changes in the country's education system and policies since independence 40 years ago.

This plan is designed to build on past successes and experience and begin a system providing 13 years *Universal Education*. High-quality, relevant education and training for all.

This plan is different to previous plans in a number of ways. Firstly it outlines all interventions needed that together will achieve *Universal Education* in PNG. This National Education Plan intends to have PNG leading the way by taking the bold step towards 13 years of *Universal Education* for every student in the country. *Universal Education* can be achieved in our country with a coordinated approach supported by strong political drive, quality leadership and a relentlessness to achieve its intent.

Contained in this plan is the outline of the radical and comprehensive overhaul of many aspects of the education system proposed to give all children the opportunity to enter school at the age of six and receive a relevant education for 13 years, until they reach Grade 12 or the equivalent (18 years of age).

The NEP 2015-19 is based on a logic framework, so that the plan itself can be monitored and progressed measured. Every province will play a critical role in implementing the plan and using the same framework, they can compare their progress at provincial and national level. This approach means DoE is transparent in its approach and accountable to achieve its targets.

The six focus areas are:

- **access and equity**

All Papua New Guineans will have access to 13 years of education and training. This should be irrespective of economic circumstances, location and gender and in a positive learning environment that is safe and hygienic.

- **teachers and teaching**

Well-trained and qualified teachers will be in place to meet student demand. There should be enough resources, support and accommodation at schools for quality teaching and learning.

- **learning**

Relevant curriculum will be in place for learners to acquire skills and knowledge for a happy and healthy life. A learning assessment system will focus on improving learning.

- **alternate pathways**

Students will be able to choose easy-to-access pathways to attain technical, work and life skills, and move between those and more traditional education sectors.

- **local management**

Schools will have strong educational leadership and be well managed, to achieve maximum student learning while being accountable to the community. Parents and wider communities will be encouraged to actively support schools.

- **system strengthening**

National, provincial and district systems will improve their planning and operations to support schools to focus on improving student learning. Technology will be used to improve systems and access to information.

For each focus area there are clear strategies that will be turned into activities in the operational plans to be written by the Department of Education and other education partners around the country. The strategies have associated deliverables which will result in clear outputs by 2019, such as more infrastructure and teachers in place and easier access to alternate pathways for the development of work and life skills. All are underpinned by a focus on

improving quality and are intended to create improved outcomes for girls.

The outputs are designed to produce three outcomes, related to access to education, achievement of learning and effective and efficient operation of the education system. Combined achievement of those outcomes will result in attainment of the ultimate goal; quality learning for all.

All the strategies are achievable and affordable, supported and take account of existing and potential government policies and initiatives.

The NEP outlines the responsibilities of different organisations, including divisions of the Department of Education, for the strategies, as well as the associated time lines. It makes it clear that parents and local communities have important roles to play.

To ensure that the strategies are carried out and to measure their success, the NEP includes a transparent monitoring and evaluation system based on international best-practice. There are realistic and achievable targets, to be measured against the situation at the start of the NEP's five-year period. The measurements will be based on simple indicators and will be verified using the systems indicated, such as the department's Education Management Information System.

It will be important to be flexible over the lifetime of the plan. Therefore, strategies may be modified in the light of experience; including taking advantage of better-than-expected progress towards particular targets and outputs.

Overall, the NEP is also consistent with:

- The Papua New Guinea National Goals and Directive Principles
- International goals, in particular the Sustainable Development Goals and the Education For All goals
- Recent government reforms to improve education service delivery
- Community input from provincial consultations
- Stakeholder inputs

The NEP presents a clear and easily-understood path towards quality learning for all.

Section one

Papua New Guinea context

Section one – Papua New Guinea context

Papua New Guinea is one of the world's most ethnically diverse countries. Its population of an estimated 7.3 million speaks more than 850 indigenous languages and is spread across some of the world's most difficult terrain. An estimated 88 per cent of the population lives in rural areas, often isolated with poor communications. The overall literacy rate (literate in at least one language) is 68 per cent, an increase of 12 percentage points since the 2000 Census. Tok Pisin shows the highest literacy rate of 57 per cent, followed by local languages (Tok Ples) at 56 per cent and English at 49 per cent (PNG Census, 2011).

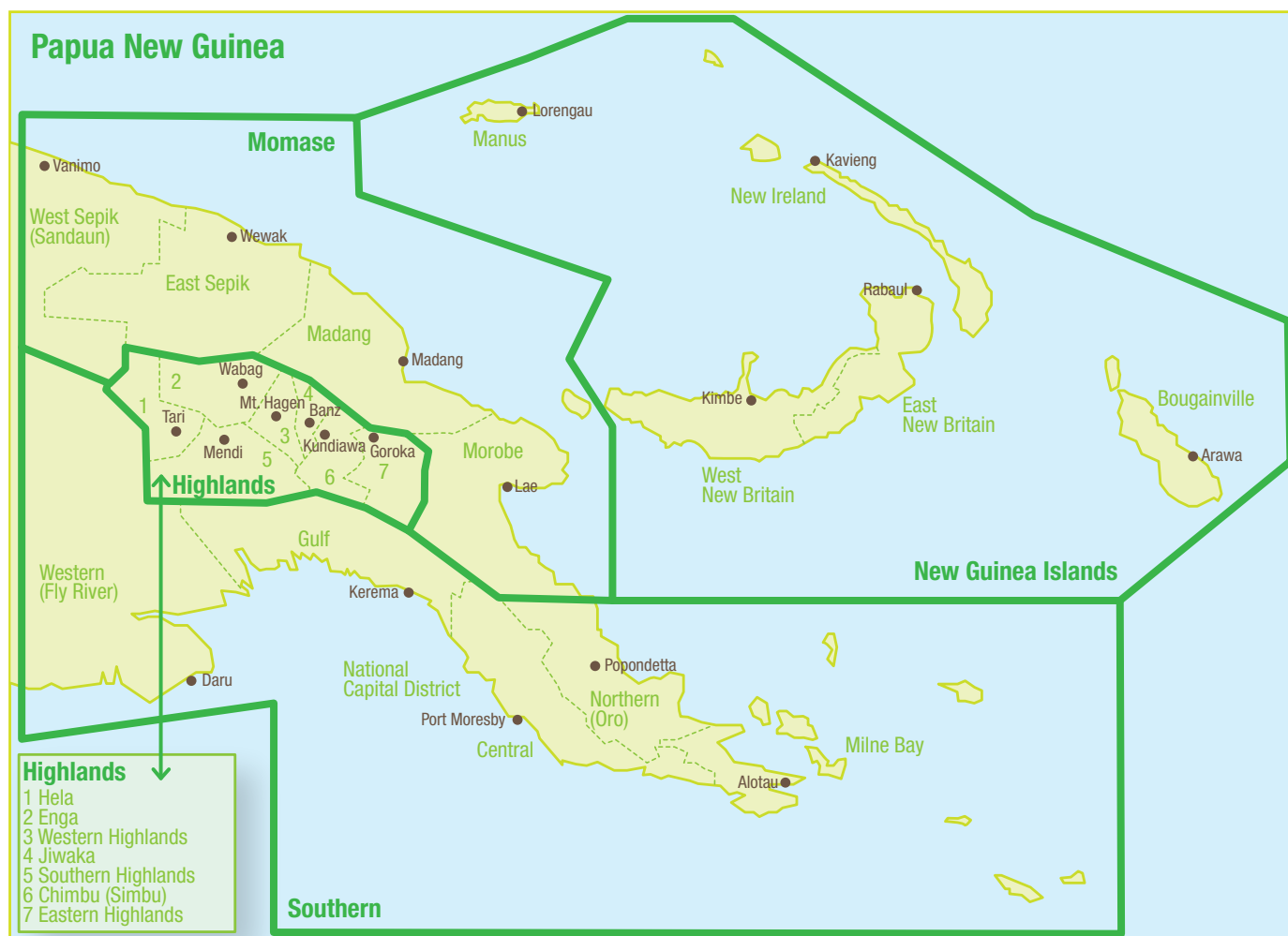
Papua New Guinea comprises the eastern half of New Guinea island and nearby islands and is the largest country (461,690 km²) in the Pacific region. It has more than 600 islands and the mainland is mostly covered by tropical rain forest and has large mountain ranges. Transport links are poor or non-existent.

Demographically, Papua New Guinea is a young country; 76 per cent of the population is under 35 years old and 35 per cent is under 15. Annual population growth is 3.1 per cent, with the population expected to reach 9 million by the end of the decade.

Papua New Guinea gained independence from Australia in 1975 and is a constitutional monarchy with a parliamentary democracy. Many government functions are devolved to the country's 22 provinces and to lower levels.

The country is divided into four regions – Highlands, Momase, New Guinea Islands and Southern. The capital is Port Moresby, with a population of about 400,000. The main regional centres are Goroka and Mt. Hagen in the densely populated Highlands Region, the commercial port of Lae in the Momase region, and Kokopo/Rabaul in the New Guinea Islands region (United Nations Development Programme, 2014).

Figure 1: The regions and provinces of Papua New Guinea



Papua New Guinea is a lower- to middle-income country with a GDP of US\$15.4 billion and a per capita income of US\$2,104.9 (World Bank, 2013). It has a formal, corporate sector and a large informal sector where subsistence farming accounts for the bulk of economic activity. The formal sector provides a narrow employment base, consisting of mineral production, some manufacturing, the public sector, and services including finance, construction, transportation and utilities. It is estimated that 75 per cent of households depend on subsistence agriculture, with 40 per cent of the population living on less than \$1 a day (United Nations Development Programme, 2014).

Papua New Guinea is rich in natural resources (forests, fish and minerals) and has vast ecosystems hosting a unique biodiversity. Oil and gas, mining and construction activities have allowed the economy to expand strongly in recent years.

The economy was projected to grow by 15.5 per cent in 2015, compared with 8.4 per cent in 2014, driven mainly by a first full calendar year of liquefied natural gas production in the country and overall oil and gas growth of 156 per cent. However, the oil and gas sector was expected to return to negative growth by 2019 as the oil fields are depleted.

The mining and quarrying sector was expected to grow by 12.0 per cent in 2015, but then slow down as the Ok Tedi mine undergoes life extension work, before rebounding towards 2019 as increased mine production begins.

Growth in the non-mining sectors was expected to increase from 1.4 per cent in 2014 to 4 per cent in 2015, partly reflecting preparations for the 2015 Pacific Games and the 2018 Asia Pacific Economic Co-operation meeting. Agriculture was projected to expand by 3.6 per cent in 2015, based on improvements expected in coffee and cocoa growing and the elimination of copra oil production bottlenecks. Manufacturing, wholesaling and retailing and transport, storage and communications were expected to continue to grow in 2015, with electricity, gas and water slowing down.

From 2016 to 2019 the economy was expected to adjust to traditional drivers led by agriculture, fishing and forestry and supported by expansion of the private sector. Inflation was expected to decrease to 5.5 per cent in 2015 from 5.9 per cent in 2014 and then to stabilise at about 5.0 per cent until 2019.

Section two

Education in Papua New Guinea

Section two – Education in Papua New Guinea

Under the Education Act (1983, consolidated 1995, p9), administration of the national education system is vested in the following authorities:

- The Minister for Education
- The National Education Board (NEB)
- The departmental head (Secretary for Education)
- The Teaching Service Commission (TSC)
- Provincial governments
- Education boards
- Local-Level Governments (LLGs)
- Education agencies
- The governing bodies of schools

Minister for Education

The minister is the political head responsible for the overall management of education through the Ministry of Education, which comprises the National Department of Education (NDoE), the Office of Libraries and Archives (OLA) and the Teaching Service Commission (TSC).

National Department of Education

Under the Organic Law on Provincial Governments and Local-Level Governments, the NDoE determines national policies and standards and supports their implementation by the provinces with services such as planning, research, training and staff development.

The NDoE is responsible for: teacher education, inspection and registration; the national curriculum; curriculum materials; and examinations. It is also responsible for national institutions, namely teachers' colleges, technical colleges, national high schools, special education resource centers, flexible open and distance education (FODE) centres and schools in the National Capital District.

Office of Libraries and Archives

The Office of Libraries and Archives (OLA) comprises three divisions: the National Library Service of Papua New Guinea; the National Archives; and Corporate Services. Its major role is to co-ordinate the planning and development of libraries and archives throughout the country. The National Library Service's primary objective is to preserve all documents on Papua New Guinea life and society in the national collection for all Papua New Guineans to enjoy and learn from.

Teaching Service Commission

The Teaching Service Commission (TSC), established by an Act of Parliament, acts as the agent of the state for the employment of teachers. It oversees teachers' terms and conditions of service, salaries, allowances and welfare. It supports the rights of teachers.

The National Education Board

The NEB is the highest education decision-making body in Papua New Guinea, overseeing the development and functioning of the education system and the implementation of the NEP. It advises the minister, in consultation with provincial governments, the TSC and education boards and agencies. The Secretary for Education, as head of the education department, is the statutory chairman of the NEB.

Departmental head

The head of the Department of Education is the Secretary for Education. The Secretary also chairs the National Education Board.

Provincial governments

Through the provincial and district administrations and provincial education boards, the provinces have responsibility for establishing, building and maintaining schools. The provinces deploy teachers and employ provincial and district education officers.

A provincial education subsidy in the form of Education Function Grants must be spent on operating costs and maintenance, and at least half must be spent on the districts' minimum priority activities. Communities, through schools' governing bodies, share responsibility for infrastructure, including school buildings, teachers' houses and ancillary facilities.

Education boards

The Provincial Education Board (PEB) is the highest education decision-making body in a province. Most provincial boards are headed by a chairman, who is the Provincial Education Adviser. Powers and functions of the PEBs vary from province to province depending on the powers devolved to them and subject to the capacity of the province. District Education Boards are an integral part of the administration of education in the districts. Members are stakeholders within the districts. The powers and functions of the district boards vary from province to province depending on the powers devolved to them. The National Education Board can veto board decisions.

Local-Level Governments

Local-Level Government is the third level of government. It plays a minimal role in education but its responsibilities include the funding and maintenance of elementary and primary schools and helping districts to develop district education plans consistent with provincial education plans.

Education agencies

Education agencies are key partners in the delivery of education services in Papua New Guinea. They include faith-based and private agencies with well-established networks of schools in the provinces in all education sectors.

The agencies may have varied student entry criteria and teacher terms and conditions, but they are entitled to school subsidies from the government. Teachers are paid by the government, except those employed by international education agencies.

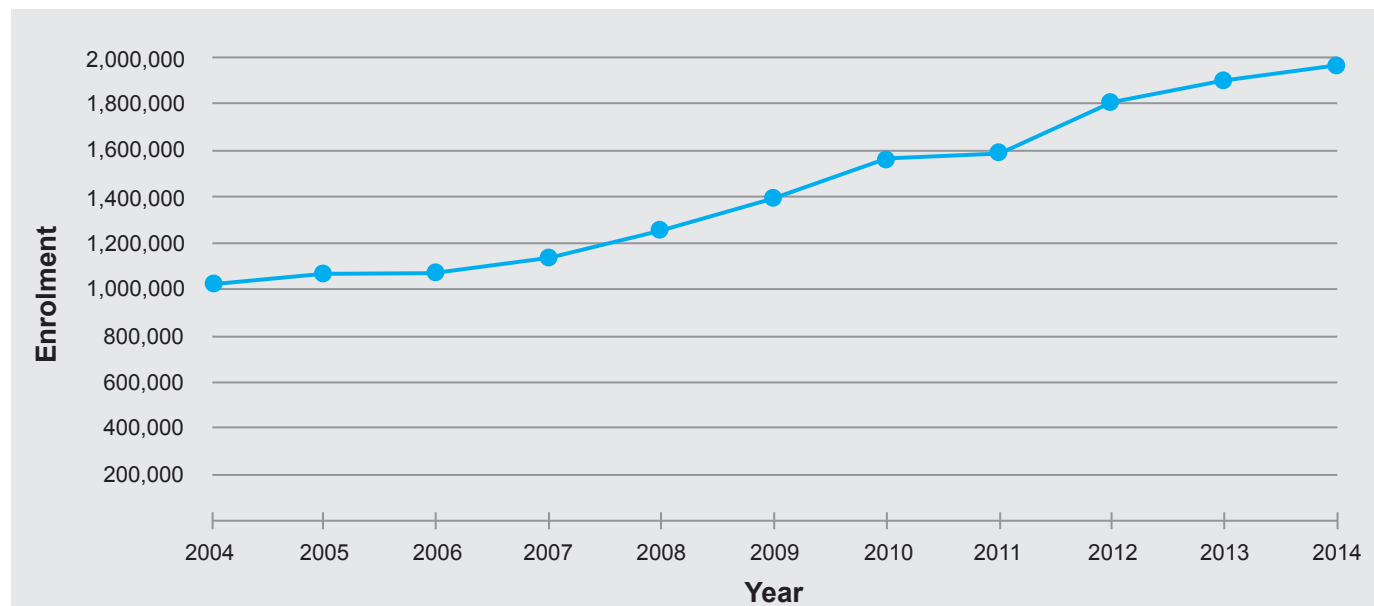
Governing boards of member schools

Governing boards are Boards of Management (BOMs) in elementary and primary schools and Boards of Governors (BOGs) in secondary and other post-primary schools. They are the schools' highest decision-making bodies and have financial and management powers. They also have disciplinary powers but their decisions can be vetoed by the National Education Board

Progress in education

During Australia's administration, Papua New Guinea adopted that country's education system. Since independence in 1975, the system has undergone major reforms and has grown to more than 11,000 institutions and around 1.9 million pupils who are taught by almost 52,000 teachers in the elementary, primary and post-primary sectors (EMIS, NDoE, 2014).

Figure 2: Total enrollment growth, 2004–14



Source: EMIS, NDoE, 2015

An important step towards reforming education was the development of a new philosophy of education outlined in the Matane Report (1986), based on 'integral human development'. This philosophy has permeated and influenced education planning, policy development and practices ever since.

The last 10 years have seen major programs and policies to improve access, retention, quality, equity and education management, although there has not always been measured and sustained progress. Corresponding reforms in governance were introduced and critical financial resources provided, to enable efficient and effective delivery of basic education, resulting in improved education access, retention and quality.

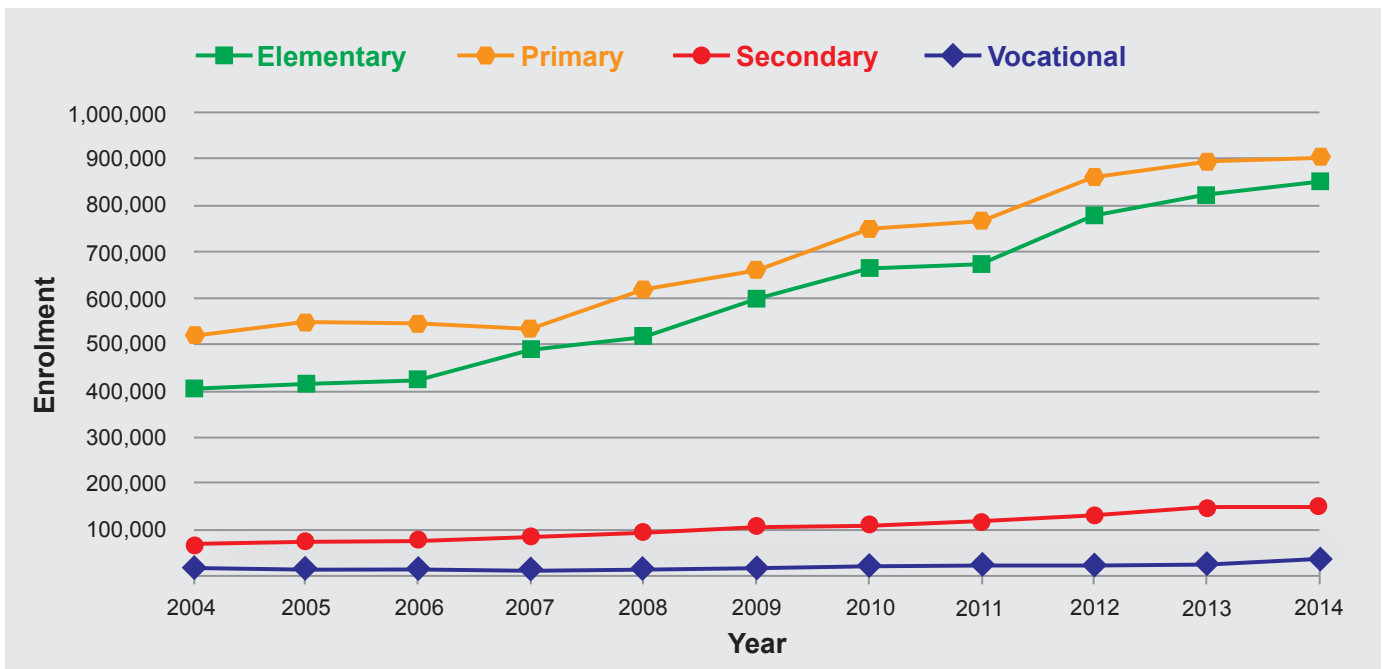
The first National Education Plan, the NEP 1995–2004, produced a restructuring of the education system and a reform of the curriculum. The NEP 2005–14 aimed to increase access and participation at all levels of education, supporting UNESCO's Education For All (EFA) goal of universal primary education. It also aimed to make the curriculum more relevant to community life, through the introduction of vernacular education and a focus on life skills, and to allow students to follow a range of post-Grade 8 educational pathways. Despite some successes, significant challenges remain to meet international and national targets.

Development partners, including United Nations and overseas development agencies, supported numerous education programs during the 2005–14 NEP.

The overall gross enrollment rate for basic education improved to 96 per cent in 2014, compared to 71 per cent in 2000. In the secondary sector, the rate improved by 10 percentage points from 2000 to 2013, to 22.5 per cent. Despite these achievements, significant disparities still exist across the country.

In 2012 the government began to abolish school fees in basic education by the introduction of the Tuition Fee Free (TFF) policy, which also subsidised fees for post-basic education institutions, except for tertiary institutions. The aim of TFF is to increase access to education. Although participation rates in some sectors remain very low, TFF has contributed to increased enrollment, particularly in basic education, with almost 2 million children enrolled in 2014 compared with about 1 million a decade before. The successful increase in enrollment in basic education has led to considerable challenges to ensure continuing access to education for the significantly increased enrollment.

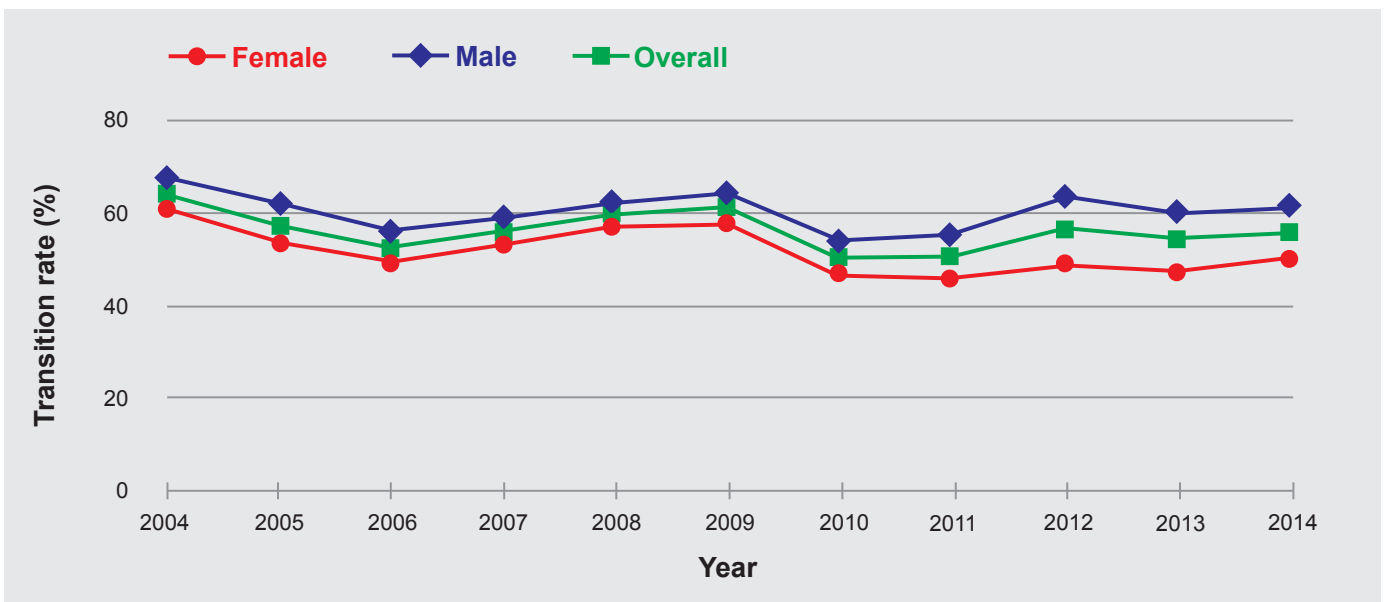
Figure 3: Enrolment growth, by sector, 2004–14



Source: EMIS, NDoE, 2015

There is some evidence that girls' participation rates have generally improved over the last 10 years, yet significant barriers need removing to boost girls' access to and participation in education. The rates of children discontinuing school, between initial enrollment and the completion of 13 years of schooling are high, while transition rates following national examinations in Grades 8 and 10 are low. Girls' transition rates at certain points in their education continue to be a concern.

Figure 4: Grade 8 to Grade 9 transition rate, by gender, 2004–14



Source: EMIS, NDoE, 2015

Despite successes, significant challenges remain in meeting international and national targets, including gross enrollment and retention targets. The challenges include the need to expand the system capacity in line with population growth, the remoteness of communities, the lack of resources, the poor coordination between national and sub-national levels, the complexity of the society, the lack of teachers and a sub-standard curriculum.

Papua New Guinea has made progress against some of the EFA goals:

EFA Goal 1: Early childhood care and education

Papua New Guinea has a desire to make education available to all children from the age of three, but there is currently no formal early childhood care and education (ECCE) sector; therefore, there are no data available for monitoring progress in ECCE.

EFA Goal 2: Universal basic education

The country exceeded its 2014 targets, with considerable increases in the numbers of teachers and schools since 2000.

EFA Goal 3: Learning opportunities for youths and adults and life skills

Access and participation rates improved in the secondary and vocational sectors, although these rates are still very low as a result of a decision to prioritise basic education. There are considerable disparities between provinces, which need to be addressed. The secondary teacher:pupil ratio is an acceptable 1:31.

EFA Goal 5: Gender parity and equality

Although there is a strong indication that gender disparities are gradually falling, gender gaps still exist in some areas.

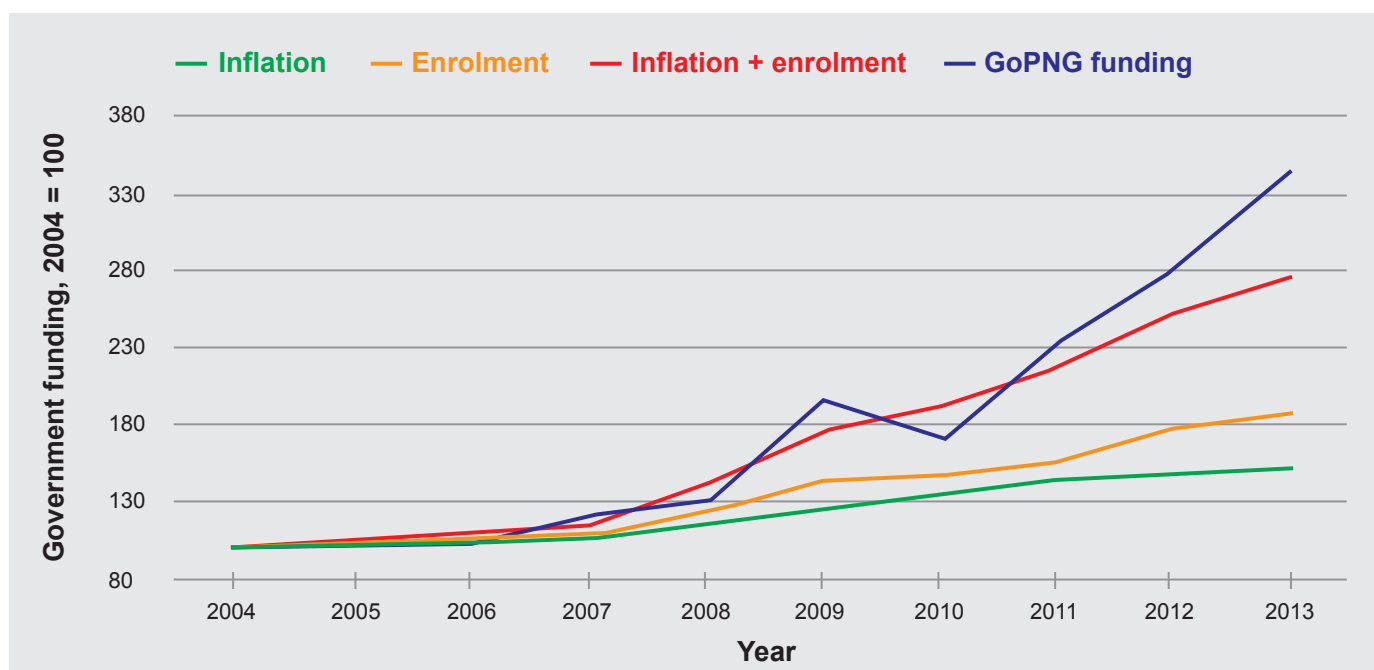
The Higher Education (General Provisions) Act 2014 resulted in the replacement of the Commission for Higher Education and the Office of Higher Education by the Department of Higher Education, Science and Research. The new department is responsible for regulating post-secondary institutions. This may in time include quality assurance in teachers' colleges and post-secondary TVET colleges under NDoE control.

Financing education

A 1995 revision of the Organic Law on Provincial Governments and Local-Level Governments resulted in some education responsibilities being rolled out to provinces. Changes were also made in resource allocation, with provincial and local governments being the principle recipients of funds for education services, enabling them to play a greater role in the provision and management of education.

From 2004 to 2013, education funding by all levels of government (GoPNG) more than tripled, from K653.3m to K2,242.1m¹. The annual funding per student almost doubled, from K640 to K1,179. In the four years from 2010 to 2013, GoPNG funding of the national education system more than doubled in nominal terms.

Figure 5: Total government funding of education and enrolment, indexed to 2004 = 100, 2004–13



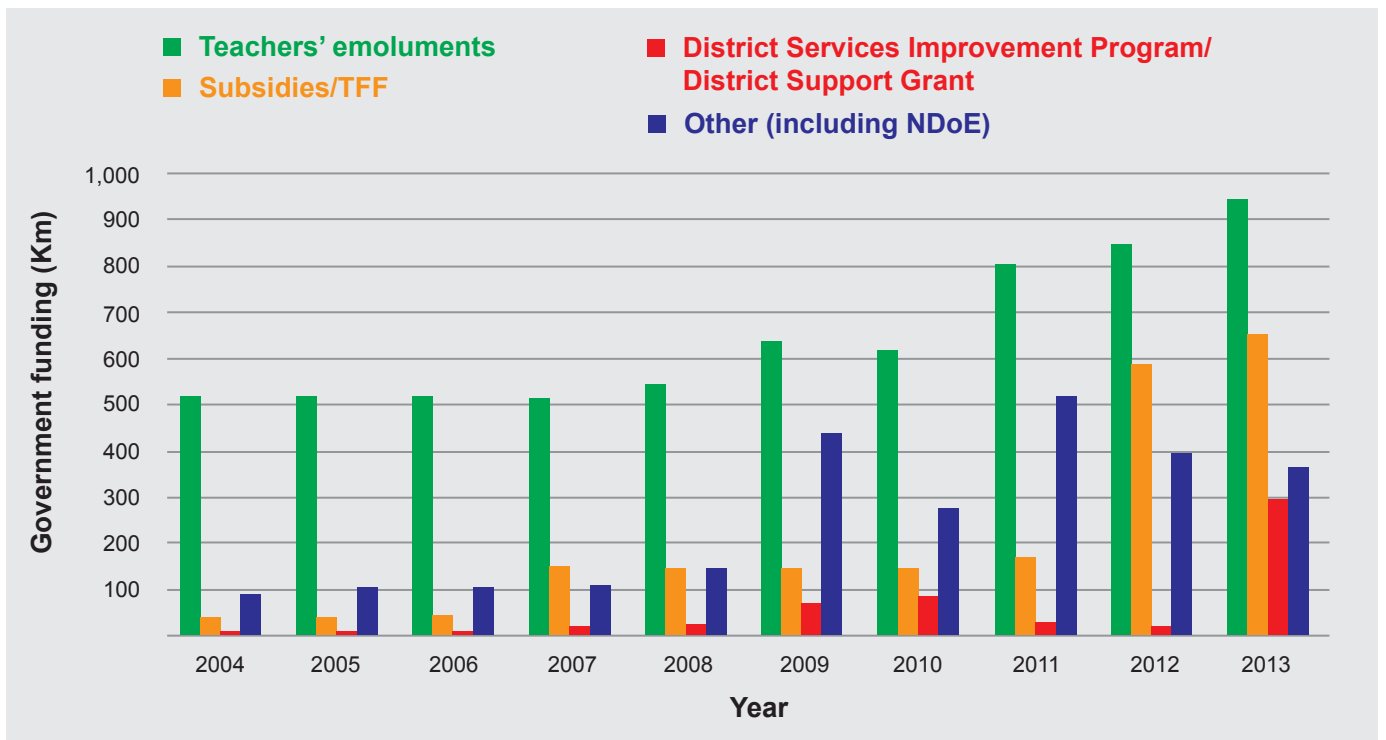
Source: Budget Branch, NDoE

Teachers' emoluments (salaries, allowances and leave fares) is the largest single education cost. However, it fell from 79 per cent of total funding in 2004 (K516.1m) to 42 per cent (K937m) in 2013, as money was allocated to the district, provincial and local-level government Services Improvement Programs (SIPs), introduced in 2007, 2013 and 2013 respectively, and to the Tuition Fee Free (TFF) program. TFF increased the direct funding of education institutions, from K171.8m in 2011 to K582.7m in 2012 (the first year of TFF) and K648.6m in 2013. The SIPs were on top of District Support Grants (DSGs) given to Members of Parliament.

Although the national government provides a large majority of education funding, it does not directly control or monitor every aspect of its spending. For example, TFF funds are disbursed to schools, which manage their spending. The national government pays teachers directly, but the salaries are included in provincial governments' budgets. The provinces also control Education Function Grants and their own education budgets, in line with national guidelines. In the 10 years to 2013, the national government's share of total spending on education only exceeded 25 per cent of the total in the two years 2009 (31 per cent) and 2011 (30 per cent).

¹ Funding data are a mixture of budget appropriations and expenditure, although expenditure data are used wherever practicable, including for the two largest costs: teachers' emoluments and subsidies/TFF.

Figure 6: Total government funding of education, by major costs, 2004–13 (Km)



Source: Budget Branch, NDoE

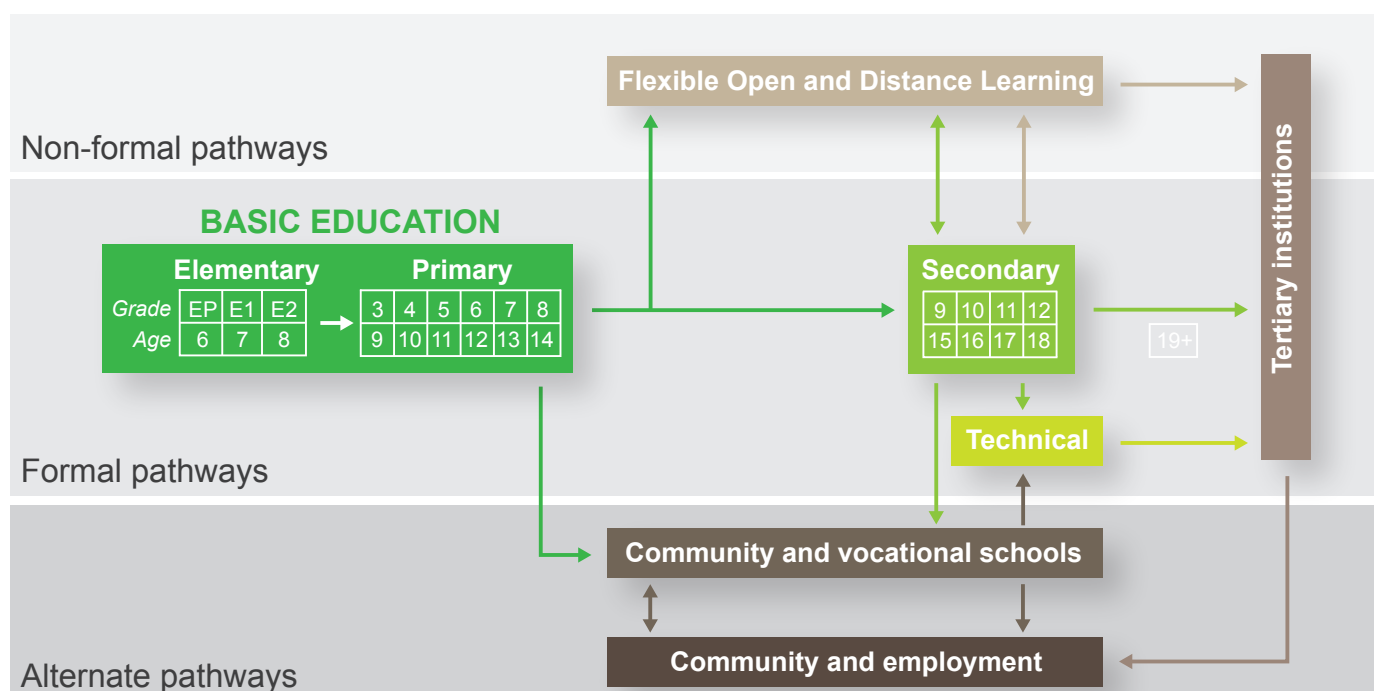
Current education snapshot

In 2014, 11,174 schools were operating in Papua New Guinea, approximately 53 per cent run by government and nearly 46 per cent by faith-based organisations. Student enrollments were just under 2 million. There were in excess of 51,000 teachers employed across all sectors of education, with almost 50 per cent in the primary sector and 38 per cent in the elementary sector. More males than females were accessing education.

NGOs and private organisations operated some schools outside the national education system. This plan does not cover those schools.

In 2015 the education system has three years of elementary school, six years of primary and four years of secondary. National examinations are in place at the ends of Grades 8, 10 and 12. This NEP makes changes to the existing examination system.

Figure 7: Education system, 2015



Source: NEP, 2005–14

Below is an overview of education statistics for 2014.

Table 1: Number of schools operating, by management, 2014

Sector	Government-run	Church education agency-run	Permitted private and others	Total
Elementary	4,009	3,138	151	7,298
Primary	1,678	1,847	18	3,543
Secondary	133	82	4	219
Vocational	60	52	2	114
Total	5,880	5,119	175	11,174

Source: EMIS, NDoE, 2015

Table 2: Number of students enrolled, by grade, 2014

Sector	Number of students
Elementary total	855,608
Preparatory	335,257
Elementary 1/Grade 1	274,871
Elementary 2/Grade 2	245,480
Primary total	909,473
Grade 3	194,695
Grade 4	178,044
Grade 5	159,325
Grade 6	143,143
Grade 7	122,648
Grade 8	111,618
Secondary total	155,348
Grade 9	61,932
Grade 10	51,031
Grade 11	23,732
Grade 12	18,653
Vocational	41,331
FODE	11,893
Total	1,973,653

Source: EMIS, NDoE, 2015

Table 3: Teacher numbers and teacher:pupil ratio, by grade, 2014

Grade	Male teachers	Female teachers	Total teachers	Teacher:pupil ratio
Elementary total	10,727	8,746	19,473	1:44
Preparatory	3,598	3,377	6,975	1:48
Elementary 1/Grade 1	3,539	2,890	6,429	1:43
Elementary 2/Grade 2	3,590	2,479	6,069	1:40
Primary total	13,258	12,079	25,337	1:36
Grade 3	1,939	2,662	4,601	1:42
Grade 4	2,023	2,359	4,382	1:41
Grade 5	2,070	2,072	4,142	1:38
Grade 6	2,196	1,857	4,053	1:35
Grade 7	2,383	1,618	4,001	1:31
Grade 8	2,647	1,511	4,158	1:27
Secondary total (Grades 9–12)	3,074	1,993	5,067	1:31
Vocational	749	440	1,189	1:35
Total	27,808	23,258	51,066	

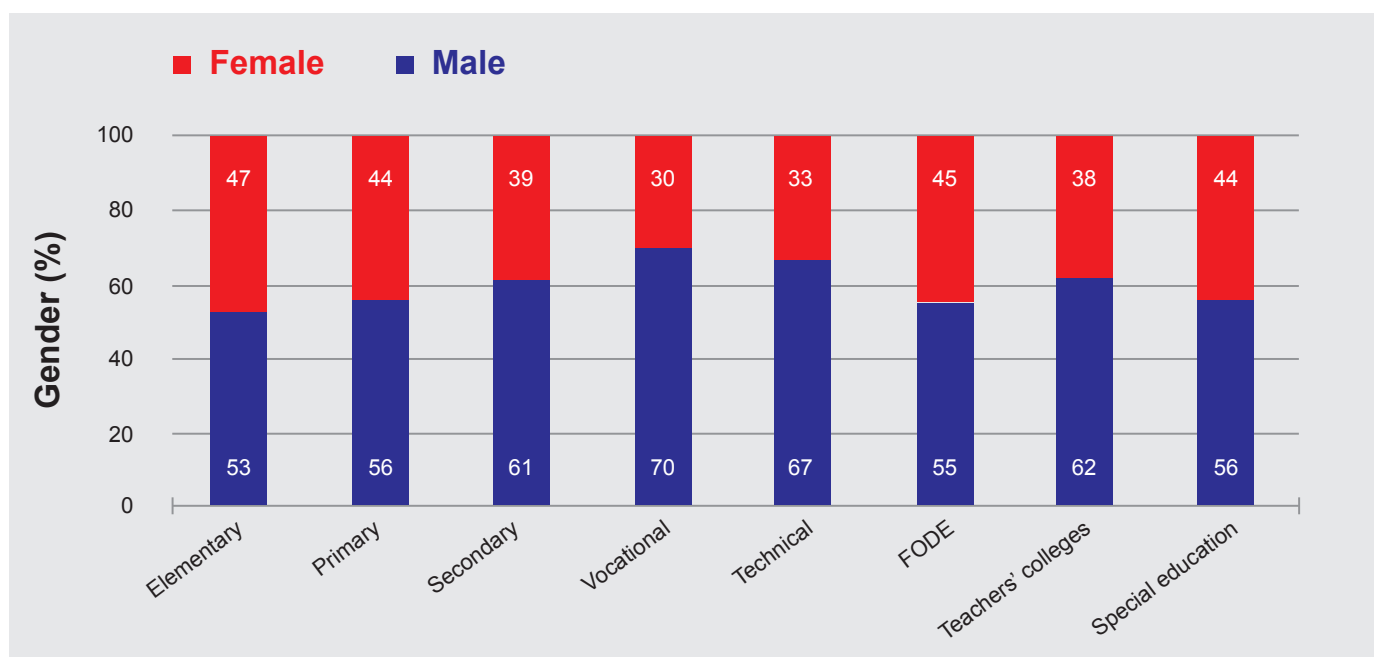
Source: EMIS, NDoE, 2015

Table 4: Transition rate, 2014

Transition	Transition rate (%)		
	Male	Female	Total
Preparatory to Elementary 1/Grade 1	87.1	86.0	86.5
Elementary 1/Grade 1 to Elementary 2/Grade 2	90.5	89.4	90.0
Elementary 2/Grade 2 to Primary Grade 3	82.3	77.3	80.0
Grade 3 to Grade 4	88.2	91.5	89.7
Grade 4 to Grade 5	90.0	90.5	90.2
Grade 5 to Grade 6	90.8	89.6	90.3
Grade 6 to Grade 7	88.0	85.1	86.7
Grade 7 to Grade 8	93.5	87.8	91.0
Grade 8 to Grade 9	61.1	50.3	56.3
Grade 9 to Grade 10	84.6	84.9	84.7
Grade 10 to Grade 11	46.8	43.5	45.5
Grade 11 to Grade 12	84.2	76.9	81.3

Source: EMIS, NDoE, 2015

Figure 8: Gender of enrolled students, by sector, 2014



Source: EMIS, NDoE, 2015

Section three

Planning framework

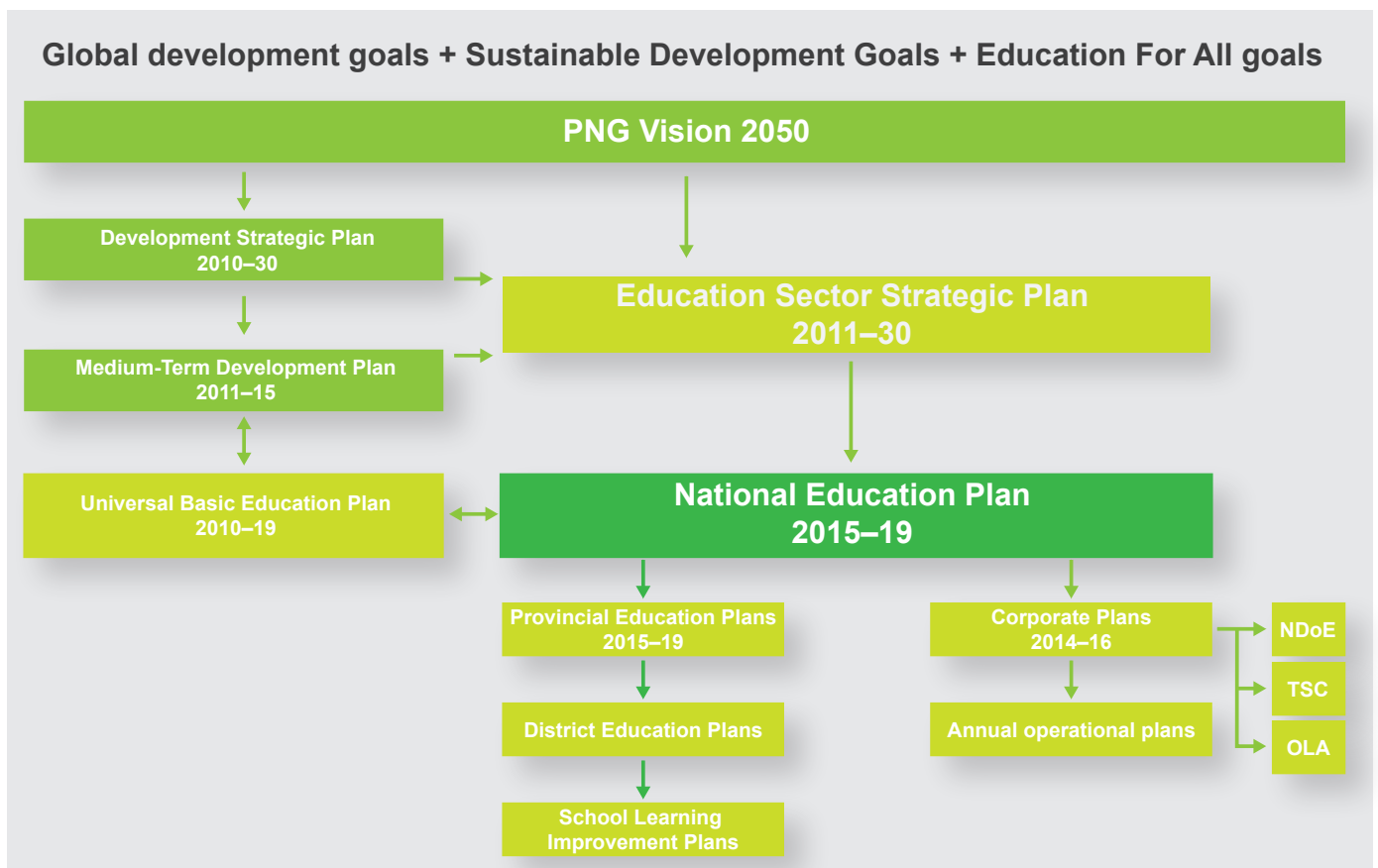
Section three – Planning framework

Papua New Guinea was one of the first countries to ratify the Convention on the Rights of the Child, adopted in 1989, which recognises that education is a right that belongs to all children without any form of discrimination. In addition, the country is committed to achieving global education goals, which are due to be renewed soon after the release of this plan.

The National Education Plan 2015–19 is in accordance with the Education Act (1983) and is based on the following national principles:

- The Constitution statement that basic education is a right for all citizens
- The Vision 2050 aim for the country to become a ‘smart, wise, fair, healthy and happy society by 2050’, through improving the number and quality of opportunities at all educational levels
- The Medium-Term Development Strategy identification of education as a priority for development

Figure 9: The National Education Plan connections in planning



The plan is also underpinned by the country’s Public Service Ethics and Value-Based Leadership Capability Framework:

- | | |
|------------------|--|
| • Honesty | The plan encourages openness and transparency |
| • Integrity | Policies and practices are clear, ethical and intended for educational progress |
| • Accountability | Staff are expected to take responsibility for their actions and report transparently to the wider community |
| • Respect | Staff are expected to work together with trust, while accepting differences, for mutual and national benefit |
| • Wisdom | Staff actions are expected to be based on information and analysis |
| • Responsibility | Staff are expected to be committed to the plan and its holistic goals for progress in education |

Source: Department of Personnel Management (undated)

The NEP provides strategic direction for an integrated approach to education. It focuses on improving the quality of education for all and takes account of widespread consultation. Gender equality is a cross-cutting issue reflected across the entire plan and its implementation.

The NEP 2015–19 builds on the NEP 2005–14 and the Education Sector Strategic Plan 2010–30, while complementing the Universal Basic Education (UBE) Plan 2010–19.

The Education Sector Strategic Plan 2010–30 covers:

- **Access** All children complete nine years of basic education and have the opportunity for education or training beyond Grade 8
- **Teachers and teacher education** All teachers are well trained and resourced and are accepted by the community as professionals
- **Curriculum** All curricula are sensitive to local needs and students' aspirations
- **System management and planning** All institutions are managed effectively and transparently and are accountable to their local communities
- **Technical and vocational education and training** A national system of public and private institutions offering skills development courses, ranging from short to full-time, leading to diploma and technician qualifications

Overview of future education development in PNG

A combined summary of NEP (2015 -19), ESSP (2011-30), Vision 2050

By 2020

13 Years *Universal Education* will have commenced. Access to education will be increased. Students will no longer be pushed out of education at grade 8 and 10 with more places and relevant choices of subjects created to cater for the additional students remaining in education. Students will be able to choose learning pathway to suit their needs, strengths and interests while academic pathways will be strengthened for those intent on tertiary studies.

Vocational studies and FODE learning will have an increased importance, providing much needed skills for work and life while catering for increased numbers and pathways choices. Students will be able to gain nationally certified vocational qualifications while at school and will be able to mix vocational studies with more traditional subjects to suit their needs.

A stable curriculum will be embedded and will add more relevant learning choices for academic, work and life skills. Social and community values and 21st century learning will be an important component of every child's learning.

Every student will leave education with a certificate of achievement recognizing his/her education and results, regardless of the pathway. An examination at grade 12 will be used for the purposes of determining tertiary entrance.

Teachers are be more valued for their importance in the education system and will become more professional.

More efficient and effective systems will be established to enable quicker responses and more transparency, providing quality service delivery. ICT will underpin many improvements.

A set of Quality Standards will be used to ascertain and improve quality under the domains of Schools, Teachers, School Leadership and Learning. TFF will continue and use the PARI index for remote schools.

By 2025

There will be sufficient places and choices for all students to choose a range of options for study. Schools will be child friendly and safe. The curriculum will be a combination of traditional academic subjects, optional subjects/ courses contributing to industry recognized qualifications, 21st century and life skills. Students will be able to access a secondary education in more locations. The digital world will provide opportunities to study online, supplement traditional classroom environment and connect those otherwise unable to access learning. A national student information system will be in place, capturing all secondary students and their achievement, this system will also provide instant and accurate census information from each secondary location. Primary and elementary schools will have all data entered at subnational level, to ensure accurate and timely student data.

There will be a choice of well trained teachers who focus on quality teaching and learning for every student. A system preparing principals to lead schools will be in place, ensuring quality instructional leadership as well as transparent management exists. Parents and the community will understand their roles in supporting education.

The management of the education system will be digitally connected across the country and robust databases in place to provide accurate and timely information.

By 2045

School infrastructure will be highly accessible, a good standard and building is demand driven. All children will complete 13 years of education and issues of equity will not be a barrier.

Teachers will be highly professional and will be lead and share the results of action learning to improve pedagogy. They will be actively involved in ongoing professional learning and curriculum innovation. All learning will be learner centered and will cater for individual differences. Children will be engaged active learners, who are highly skilled problem solvers, make informed choices, appreciate their culture and society values.

The curriculum will be attuned to the current society needs and learning will be a combination of face to face and online. Assessment information will be combined with data analytics to better understand trends and areas of learning needs. All schools and learning resources will be online. Learners will be able to move between PNG and international systems.

Vocational studies will be highly regarded as a pathway to employment and contribution to a richer life in PNG. Industry in PNG will be led by PNG graduates from university and vocational backgrounds.

Universal Education

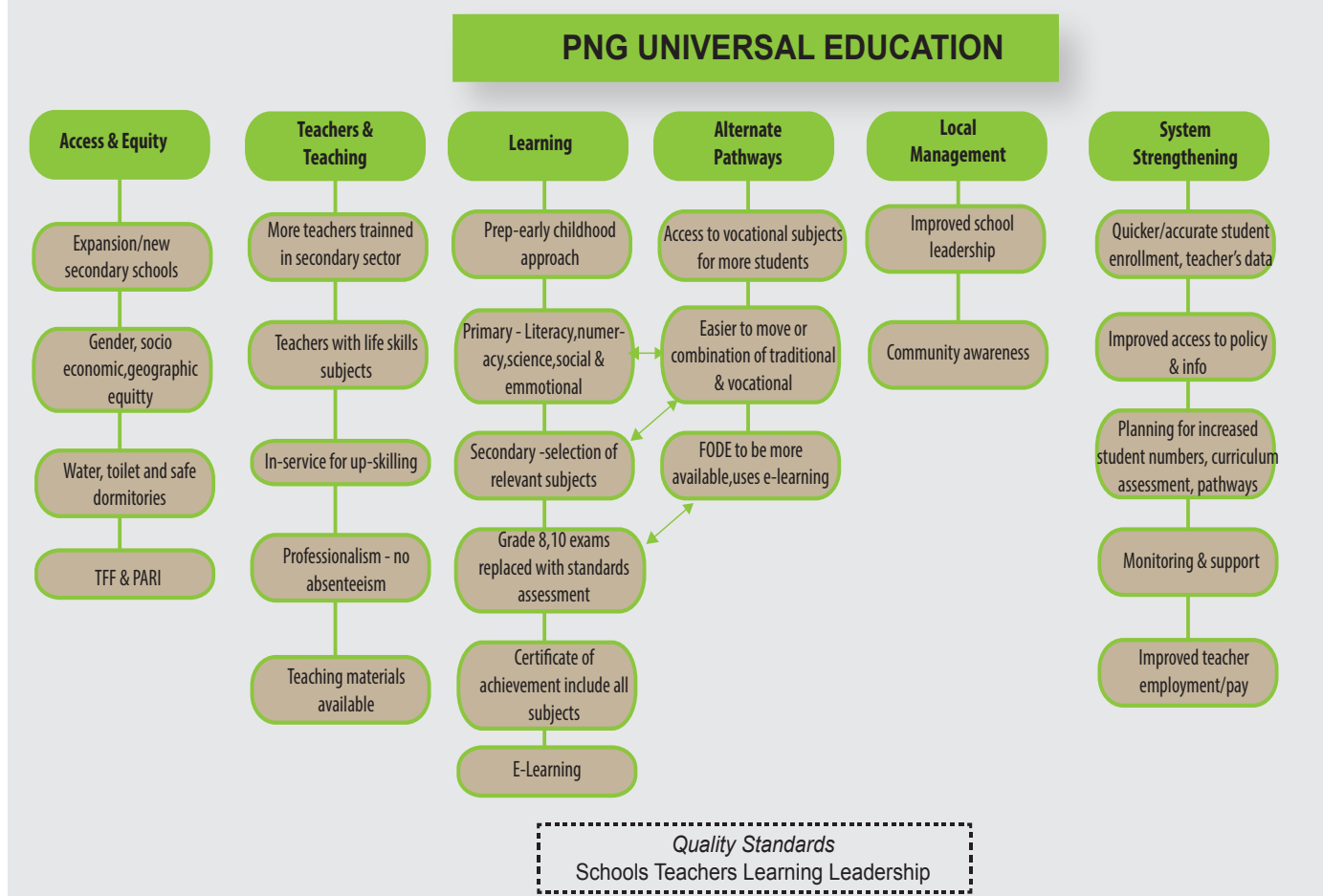
This plan outlines the comprehensive overhaul of many aspects of the education system to provide 13 years of education for all children and youth of PNG. *Universal Education* will provide all children the opportunity to enter school at the age of six years and receive a relevant education for 13 years, until they reach Grade 12 or the equivalent .

System barriers restricting students from accessing education will be removed, enabling all students to progress through a quality and relevant education. Considerable consultation, planning and commitment by NDoE, provinces and districts, with partners and stakeholders is required to ensure that all the strategies are viable and planned changes happen.

The aim is to introduce the first year of school as an internationally-recognised early-childhood year, focusing on transition to school and foundations of early literacy and numeracy, as the basis for more formal learning. Progression through 13 years of education would be achieved by replacing national selection examinations at the ends of Grades 8 and 10 with standards based assessment. Students will not be pushed out of education as a result of these assessments. All students will receive certification recognizing achievement in their post primary education with vocational certification being recognized. There would be one national examination accessible to all students at the end of Grade 12, which will have the sole purpose of controlling access to higher education.

Students will be able to choose suitable subject and pathways, with subjects that are relevant to their ability, interests and needs. This means an overhaul to the curriculum being offered to secondary students. The curriculum will include character and values /civics and ethics education and will teach children to understand social and community values, cooperation, problem, solving, self direction and critical thinking. Throughout their education students will also learn the appreciation of nature and diversity (cultural, regional, religious, socio-economic and gender) with respect for themselves and their environment.

The combination of strategies to achieve 13 years Universal Education



Plan implementation

The plan is aspirational and responsive to identified needs and challenges. To achieve the goal of quality learning for all, an emphasis on implementing the strategies in this plan is essential.

To achieve optimal progress it is hoped that all implementing partners will collaborate to achieve the common goal outlined in this plan. Cascading plans will be developed from the NEP 2015–19. The NDoE will provide technical assistance and advice to provincial and district education offices drafting their own aligned plans, based on local context and priorities but working towards common outcomes. The NDoE will also collaborate with other government agencies and partners in education to achieve the common goal.

It is anticipated that activity will be reported in the department's Annual Operational Financial Plan under the NEP focus areas. This will enable the NDoE to collate progress and therefore measure its overall performance, for high-level, informed decision-making.

A monitoring and evaluation (M&E) system will track and report on progress towards mid-term outputs with recommendations for improvements based on this feedback. NDoE divisions will produce Annual Operational Plans, based on the same logic framework, for each of the NEP's six strategic focus areas, and on the department's Corporate Plan. The divisions will monitor and report on progress against their plans.

Strategic planning is a continual process within an organisation, with broad strategies based on an outline of the desired future. Major initiatives may be modified during the five years of this plan in response to feedback from M&E, but the overall goal and strategic direction will remain the same.

Within the department, a coordinated approach is needed to achieve the overall goal, to ensure the best outcome for students. This is consistent with a focus on system strengthening within the Ministry of Education.

Below is a summary of the roles of the many stakeholders in the crucial implementation of the NEP 2015–19.

National Education Board	<ul style="list-style-type: none">• Provide advice and guidance, set student quotas and selection criteria, approve governing body membership, impose and set school fees, approve appointments (see the Education Act)
Minister for Education	<ul style="list-style-type: none">• Set government's education vision and direction, develop policies and issue directives (see the Education Act)
Secretary for Education	<ul style="list-style-type: none">• Provide leadership in the implementation of the NEP and government policy, through senior NDoE management (see the Education Act and the Public Service Management Act)
Department of Education	<ul style="list-style-type: none">• Create and implement operational plans for NEP strategies, with targets• Monitor and evaluate against targets• Conduct annual reviews of NEP progress
Development partners and NGOs	<ul style="list-style-type: none">• Provide technical assistance and financial support, aligned to NEP
Church education agencies	<ul style="list-style-type: none">• Support NEP direction and adopt relevant strategies
Provincial education administrations	<ul style="list-style-type: none">• Create provincial and district education plans to carry out NEP responsibilities, with NDoE support• Implement the NEP in accordance with Provincial Education Acts, if those exist, or in accordance with the national Education Act
District administrations	<ul style="list-style-type: none">• Ensure that districts meet the minimum education and infrastructure standards• Provide professional and administrative support for head teachers, to improve teaching and learning
Local-Level Governments	<ul style="list-style-type: none">• Establish and develop schools
Schools	<ul style="list-style-type: none">• Administrators and boards implement strategies to improve quality learning for all
Communities	<ul style="list-style-type: none">• Parents and communities support students in learning• Communities ensure security of school premises

Section four

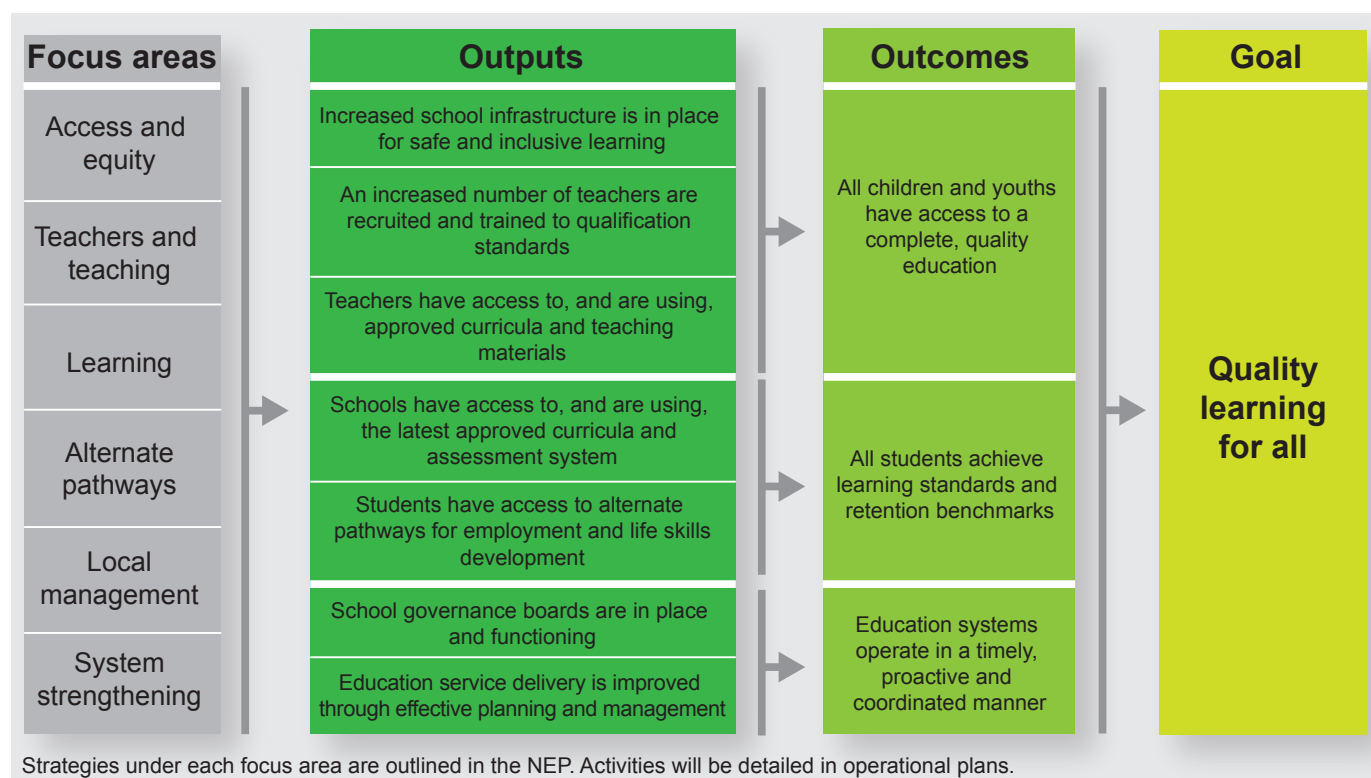
The plan

Section four – The plan

The NEP 2015–19 has six focus areas, which will contribute together to achieving seven outputs and three end outcomes over the next five years, as outlined below. The strategies are interrelated and progress together will contribute to quality learning for all in Papua New Guinea. Quality will be an emphasis across all strategies and be underpinned using quality standards for learning, teachers, schools and school leaders.

An underlying principle throughout the NEP is gender equality. One aim is to achieve gender equity in every aspect of the DoE's work, resulting in equality of educational outcomes for females and males.

Figure 10: NEP 2015–19 logic framework



See Section five of this plan for detailed national targets of all outputs and outcomes. Sub-national targets contributing to these will be agreed during sub-national planning, based on EMIS data.

Section six contains projected enrolments, based on achieving targets for the period 2015–19.

The lead agencies that will implement the strategies and means of verification are shown in the focus areas below, with abbreviations and acronyms explained in the front of this document.

During the planning process there have been ongoing discussions in regard to the most suitable school system structure to deliver quality education for all. At the time of publishing this plan research is underway to ascertain the benefits, constraints, cost and potential effect on student outcomes.

A fully informed decision on the school system structure will incorporate research and stakeholder feedback, resulting in a detailed plan and costed implementation program with support for sub national planning to undertake such a large scale change. Until such time that a decision on this matter is made, it is assumed the current structure will remain. (See Annex C)

The term teacher that is used throughout the plan is inclusive of teachers, instructors, lecturers and all those implementing a teaching and learning program. The word school is used generically to cover schools, colleges, teachers' colleges, centres and any other institution where a learning program is supplied. School board covers Governing Councils, Boards of Governors and Boards of Management.

This plan refers to the post-primary sector of schooling as secondary.

Access and equity

2019 output targets include:

- 22 per cent more schools
- 19,180/33 per cent more classrooms
- 18 per cent of schools have libraries
- Toilet:pupil ratio is 1:25 for girls and 1:40 for boys
- 70 per cent of students have access to functional water facilities
- 70 per cent of educational institutions have hand-washing facilities (running water and soap)
- More special-needs students
- Gross intake ratio is 100 per cent for elementary and primary, 60 per cent for secondary

For details see Section five Monitoring and Evaluation

Considerable effort is needed to provide access to education for all school-age children and youths throughout the country.

The Tuition Fee Free (TFF) strategy will continue to be the cornerstone of universally-accessible education by subsidising school fees for students, payable direct to schools. A comprehensive overhaul of many aspects of the education system is proposed to give all children the chance to enter school at the age of six and receive a relevant education for 13 years, until they reach Grade 12 or the equivalent at the age of 18 years. This will be named PNG *Universal Education*. The barriers restricting students from remaining in education will be removed, enabling access for all.

Universal Education will commence in Preparatory grade provided with an Early Childhood Education approach to provide a suitable transition to the school system. This year will ensure that all students acquire important foundation skills from the age of six in readiness for further learning from the age of seven.

A more innovative approach to providing access to a *Universal Education* should take account of the challenges facing rural and remote students. Considerable forward planning for building schools will be required at provincial and district levels to reflect local context and to ensure that community needs are met.

Although there is significant variation between provinces, many still have schools without enough suitable classrooms or clean water and sanitation facilities to provide students with a suitable learning environment that is inclusive, catering for all children's needs. As well as the need for additional classrooms, extra housing will be needed for the increased number of teachers required.

The goal of quality learning for all considers a more inclusive approach to education. Some children and youths are currently being excluded from the system or are marginalised and almost invisible in society. The groups include girls, children with disabilities, those in remote villages and the very poor. Part of the answer may be to ensure that learners are introduced into regular education while removing barriers hindering maximum participation in education. An in-depth gender analysis will identify trends and the causes of some inequalities in access to education.

The elimination of barriers to education and the creation of inclusive, learning-enabling schools require a multi-dimensional approach, with parallel interventions on different fronts. Schools need to become welcoming, child-centred, inclusive of all children, engaged with the community, sensitive to the psycho-social development needs of learners, aware of subtle gender biases, and generally more aware of a range of factors that facilitate or inhibit a child's learning.

A commitment under this NEP focus includes seeking out the children who are not in school; those who either have never attended or who have stopped attending school. The aim is to engage children in school as soon as they reach school age and keep them progressing through appropriate quality learning and suitable pathways to attain at least minimal literacy and numeracy skills. Strategies will attempt to re-engage children and youths who are currently not in formal education.

Early-learning programs must address all aspects of children's development (social-emotional, language, cognitive and physical) and provide a solid foundation for success in early primary school. Such programs prepare children for school, making it less likely that they will have to repeat classes or that they will stop going to school. This is especially relevant for children from marginalised families and remote areas.

In order to increase access for all, infrastructure targets are provided to assist with planning. Sub-national planners are encouraged to think innovatively, including the creation of combination schools if this is the best option to increase access and suits local contexts.

Strategies will lead to:

Output Increased school infrastructure is in place for safe and inclusive learning

Access and equity			
Strategies	Deliverables	Lead agencies	Timeline
Universal Education (<i>Details on page 33</i>)			
1. Remove barriers restricting access to 13 years of education for children from the age of six <ul style="list-style-type: none"> • Localise access <ul style="list-style-type: none"> - Create new models of schools, e.g. three-in-one (Preparatory to Grade 12) or two-in-one (Preparatory and Primary) - Multi-grade teaching • Create child-friendly schools • Grade 8 and 10 examinations will be phased out • Introduce early-childhood education 	Integrated plan for complete education	<ul style="list-style-type: none"> - National <i>PPD</i> - Provinces - Districts - LLGs - Schools 	2017 onwards
2. Plan school system to achieve <i>Universal Education</i> <ul style="list-style-type: none"> • Provinces and districts carry out consultations and needs surveys • Adopt interim measures to cater for increasing enrollment and secondary expansion, while ensuring quality learning, such as extra classes and double-shift teaching • Include foundation learning in early-childhood setting in prep • Run community awareness program before changes 	Additional local places in each sector of schooling	<ul style="list-style-type: none"> - National <i>PPD</i> - Provinces - Districts - LLGs - Schools - CEAs 	2015 planning 2016–19 implementation
Infrastructure			
3. Develop and implement national infrastructure design standards for all building projects, to cover <ul style="list-style-type: none"> • Classrooms • Teacher:student ratio • Students with special needs • Water and sanitation • Specialised needs, e.g. TVET, FODE 	National infrastructure design standards	<ul style="list-style-type: none"> - National <i>PPD, TVET, FODE</i> - Provinces - Districts - LLGs - CEAs 	2015 2015 –2019
4. Set up quality assurance system to ensure all buildings meet design standards <ul style="list-style-type: none"> • Implement national infrastructure standards at sub-national level 	National infrastructure guidelines	<ul style="list-style-type: none"> - National <i>PPD</i> 	2016
5. Implement the School Infrastructure Partnership Program	Infrastructure	<ul style="list-style-type: none"> - Provinces - LLGs - CEAs 	2015 – 2019
6. Build classrooms, schools, colleges, etc. to cater for projected student numbers <ul style="list-style-type: none"> • Conform to infrastructure policy • Build combination schools, e.g. three-in-one or two-in-one • Base investment on teacher:student ratio • Build or adapt for children with special needs <p><i>(See Alternate pathways focus area for specific TVET strategies)</i></p>	Classrooms <i>(see indicator 2 targets, page 56)</i> Schools <i>(see Table 6)</i> Water and sanitation facilities Teachers' quarters Libraries	<ul style="list-style-type: none"> - National - Provinces - Districts - CEAs 	2015 – 2019
7. Develop e-learning and infrastructure adaptation program to provide access to learning through the use or technology any time, anywhere <p><i>(See strategy 27)</i></p>	E-learning infrastructure	<ul style="list-style-type: none"> - National <i>E-LD, FODE, GES, ICTD, TED</i> - Provinces - Districts - LLGs - Schools 	2016 – 2019

Strategies	Deliverables	Lead agencies	Timeline
8. Provide water, sanitation and hygiene (WaSH) <ul style="list-style-type: none"> • Ensure existing water and sanitation facilities meet standards • Make facilities suitable for local conditions • Cater for children with special needs and girls • Encourage WaSH practices 	Clean water supplies Toilets for all, including for girls' hygiene	- National <i>GCD</i>	2015–19
9. Provide all teachers with reasonable and affordable accommodation	Teachers' houses	- National <i>PPD, SD</i> - Provinces - Districts - LLGs - Schools - CEAs	2015–19
School fees			
10. Continue to implement and enhance TFF system <ul style="list-style-type: none"> • Use the PARI in funding formula for TFF • Devolve TFF responsibility to provinces where possible • Monitor TFF usage 	TFF for every enrolled student	- National <i>GES, PPD</i> - Provinces	2015 – 2019
Equity			
11. Include awareness of equity in all programs and initiatives and review existing policies <ul style="list-style-type: none"> • From in-depth gender analysis, develop and implement strategies • Conduct HIV and AIDS awareness campaign and implement policy • Implement special needs strategies • Address issues affecting most-vulnerable children 	Gender analysis and strategy paper	- National <i>GCD, MCU</i> - Provinces - Districts - LLGs - Schools - CEAs	2015 – 2019
12. Get out-of-school children into school or learning programs and keep in education those at risk of leaving <ul style="list-style-type: none"> • Adopt UNICEF/UNESCO's Out-Of-School Children Initiative • Develop profiles of out-of-school children • Implement strategies, including use of technology • Support students and their families to give access to learning, focusing on <ul style="list-style-type: none"> - Gender-based violence - School-age pregnancy - Distance from school - Prohibitive school expenses 	Out-of-school children awareness and strategy Virtual classrooms, radio and TV programs	- National <i>ICTD, RED</i> - National <i>E-LD, GCD, ICTD</i>	2015 planning 2016 – 2019 implementation
13. Conduct disaster risk reduction and climate change adaption <ul style="list-style-type: none"> • Enhance governance mechanism for emergencies • Strengthen preparedness and response of teachers and children, including mock earthquake drills • Provide effective and timely response, recovery and reconstruction • Incorporate in the curriculum (See <i>Emergency in Education and Disaster Risk Management Policy</i>) 	Schools reduce risk	- National <i>GCD, PPD, SD</i> - Provinces - Schools - CEAs	2015 – 19
14. Restructure school system <ul style="list-style-type: none"> • Commence planning, consultation and preparation for restructuring school system • Elementary Preparatory (Prep to remain in ward) <ul style="list-style-type: none"> Primary Grade 1- 6 Junior HS Grade 7-10 Senior HS Grade 11-12 • Restructure of school system begin in two selected districts (NCD & Gumine) • Conduct research on pilot districts and provide feedback, based on finding to inform remainder of restructure planning • Create a task force under strategic planning unit to oversee the school restructure. 	Restructure Plan, inclusive of costing Finding and recommendation paper Regional Planners reports	PPD GES TSC HROD PDoE PPD RED NCDES PPD HRoD	2017/18 2017 2018 2017

Table 5: Long-term school building targets, in line with Vision 2050

School type	Planning target
Pre-school	1 per ward
Primary	1 for each ward cluster (maximum of three wards)
Junior secondary (to Grade 10)	1 per LLG
Senior secondary (Grades 11 and 12)	1 per district
Vocational centre	1 per district
FODE	1 study center per district

Teachers and teaching

2019 output targets include:

- Increased numbers of teachers with target academic qualifications
- 17,800/35 per cent more teachers
- 100 per cent of teachers using approved curricula
- 100 per cent of teachers have satisfactory access to learning materials
- 100 per cent of schools are adequately resourced with school materials

For details see Section five Monitoring and evaluation

Quality teachers with an understanding of relevant pedagogy are critical to achieving quality learning for students. Teachers must be well-trained with relevant qualifications, have ongoing training and be properly resourced and supported to undertake their important role in the teaching and learning process. Teachers must be well informed and supported in understanding any changes to the curriculum and associated learning assessment practices. As the student population grows with increased access to learning, there is a need to ensure that there are enough quality teachers, trained in the relevant sector pedagogy, wherever required to meet student needs. Teachers' contributions to a more child-friendly learning environment are critical to achieving improved learning.

Increased numbers undertaking pre-service training must be offered high-quality programs meeting standards. The need for current teachers to undergo professional development to upgrade their knowledge and skills requires a system of professional learning.

To cater for the 13 years *Universal Education*, secondary teachers must be able to teach multiple subjects while primary teachers should be equipped to teach multi-grade classes. Teachers must engage in professional conduct and lead the way in creating a respectful and critical thinking student population.

Along with improved teacher quality, factors such as the provision of suitable housing and the better administration of teacher registration, appointments, pay and leave fares will all significantly contribute to teachers' professionalism and improvements in the learning environment for students.

Strategies will lead to:

Output An increased number of teachers are recruited and trained to qualification standards

Output Teachers have access to, and are using, approved curricula and teaching materials

Teachers and teaching			
Strategies	Deliverables	Lead agencies	Timeline
Pre-service training			
15. Increase the number of teachers trained, to meet increased student demand, while meeting quality standards <ul style="list-style-type: none"> • Plan for the expected student numbers in each sector • All teachers must have qualifications relevant to their sectors and positions 	Qualified teachers Teacher Qualification Framework	- National <i>TED, TSC</i> - Provinces	2019

Teachers and teaching			
Strategies	Deliverables	Lead agencies	Timeline
In-service training			
<p>16. Improve quality of all teachers by implementing a National Teachers' Competency Framework</p> <ul style="list-style-type: none"> • Use to improve teacher competence • Use as basis for teacher training • Use to assess teacher performance • Conduct teacher quality standards awareness program for all teachers and teachers' colleges 	National Teachers' Competency Framework, with a profile for each teacher	<ul style="list-style-type: none"> - National <i>GCD, SD, TED</i> - Provinces - Districts - Schools 	2015 development 2016 pilot 2017 phase one 2018 phase two 2019 phase three
<p>17. Enhance teacher quality by providing support and professional learning</p> <ul style="list-style-type: none"> • Conduct needs analysis • Develop formal and semi-formal learning opportunities • Upgrade teachers' qualifications • Upgrade skills and knowledge using profile from National Teachers' Competency Framework • Provide training in use of ICT and e-learning technology to enhance learning • Monitor teachers and support in areas of need • Introduce local strategies to reduce teacher absenteeism • Provide industrial attachments 	Teacher professional development	<ul style="list-style-type: none"> - National <i>CDD, HROD, GCD, SD, TED, TVETD, ICTD</i> - Provinces - Districts - Schools 	2015 2015–19
<p>18. Provide specialised training for</p> <ul style="list-style-type: none"> • Specialist subjects • Early-childhood education • TVET (include industry attachments) • Special needs (inclusive education) • FODE • ICT and e-learning • Librarianship • Guidance, counselling and behaviour management 	Qualified specialist teachers	<ul style="list-style-type: none"> - National <i>E-LD, GCD, GES, ICTD, FODE, OLA, SD, TED, TVETD</i> - Provinces - Districts - Schools 	2016–19
<p>19. Train and support teachers for Standards-Based Curriculum</p> <ul style="list-style-type: none"> • Provide teachers with teaching and learning materials • Ensure liaison between teachers, education institutions and curriculum developers for a cohesive approach 	Teachers familiar with SBC pedagogy, content and assessment	<ul style="list-style-type: none"> - National <i>CDD, SD, TED</i> - Provinces - Districts - Schools 	Aligned to SBC implementation (see strategy 21)
<p>20. Improve management of libraries and records</p> <ul style="list-style-type: none"> • Provide capacity-building for school librarians • Train teachers to manage records and classroom libraries 	Functioning and improved libraries	<ul style="list-style-type: none"> - National <i>OLA</i> - Provinces - Districts - Schools 	2016–19

2019 output targets include:

- 100 per cent of schools using approved curricula (SBC)
- 100 per cent teachers using approved curricula (SBC) or National Qualifications Framework materials
- 100 per cent of pre-service colleges using approved curricula (SBC)
- 1:1 pupil:text book ratio
- 100 per cent of schools using new assessment for learning system

For details see Section five Monitoring and evaluation

Improving learning requires a focus on the learner. There will be a greater emphasis on considering students holistically and appreciating the differences between individuals, as well as understanding learning both inside and outside school. Strategies employed under the learner focus will combine with those to improve access, to provide relevant teaching and learning experiences. This focus includes formal, informal and non-formal learning.

Character and values education will be introduced as part of the curriculum so that students will develop a sense of respect for nature and for others. They will learn to promote and preserve their culture, practise conflict resolution and become caring, conscientious and responsible citizens. Students will learn to appreciate social and community values while learning cooperation, problem, solving, self direction and critical thinking.

Schools will become safe areas free from gender- based violence and bullying. Gender equity will remain a cross-cutting issue and should be considered in all activities to ensure girls' outcomes are equal to boys'.

Disasters have detrimental effects on the fulfillment of children's right to education. Climate change adaptation and disaster risk reduction, including mock earthquake drills, will be part of the curriculum.

As a major component of learning, the curriculum will provide coherent pathways for learners to acquire skills and knowledge seen by policymakers as essential for life in Papua New Guinea. To overcome past curriculum problems, all stakeholders have embraced a new Standards-Based Curriculum (SBC) for elementary, primary and secondary learners. SBC will continue to be developed, with associated resources and learning materials distributed to all schools. TVET will continue to develop a competency-based curriculum aligned with the National Qualifications Framework.

Libraries will remain an important component of education, by providing books to supplement reading and learning. If relevant, there will be a move towards setting up e-libraries.

Grade 8 & 10 examinations will be replaced with standards based assessment to record how students are learning without prevented them from progressing through education. This system will measure student progress and engage students in appropriate quality learning. Any changes will involve curriculum developers, to ensure assessment aligns with and supports the curriculum while reflecting good international practice. Students must have choice of quality and relevant learning in academic, vocational and life skills.

An attempt will be made to harness the power of the digital age with an approach that is practical and viable for Papua New Guinea and that may enhance traditional learning.

Strategies will lead to:

Output Schools have access to, and are using, the latest approved curricula and assessment system

Learning			
Strategies	Deliverables	Lead agencies	Timeline
Curriculum			
<p>21. Develop and implement curriculum. Strengthening STEM (Science, Technology, Engineering and Mathematics) Curriculum and incorporating gender sensitivity and learning capacity for all school levels.</p> <ul style="list-style-type: none"> Develop and distribute SBC National Curriculum Standards Framework Produce SBC syllabuses and teacher guides for all school levels <ul style="list-style-type: none"> Distribute materials to every school Ensure relevant curriculum options for work-related life skills for non-tertiary-bound students in years 11 and 12 Liaise with TVET to use appropriate and accredited courses. 	<p>National Curriculum Standards Framework for all year levels</p> <p>Syllabuses, teacher guides, text books and student resources in schools STEM Curriculum</p>	<ul style="list-style-type: none"> National <i>CDD, FODE</i> Provinces Districts LLGs Schools 	<p>2015 elementary 2016 early childhood 2016 primary 2017 Grades 9 and 10</p> <p>2017 FODE using primary and secondary curricula 2018 Grades 11 and 12</p>
<p>22. Set up SBC quality assurance system, providing curriculum feedback to inform revisions</p>	<p>Curriculum monitoring and revision system</p>	<ul style="list-style-type: none"> National <i>CDD, SD</i> 	<p>2015–19</p>
<p>23. Produce supplementary SBC learning materials, including teacher and student resource books for all grades</p> <ul style="list-style-type: none"> Distribute materials to schools Distribute additional materials to schools through libraries 	<p>Supplementary material to support SBC learning</p>	<ul style="list-style-type: none"> National <i>CDD, OLA</i> 	<p>2015–19</p>
<p>24. Develop a clear direction for excellence in schools and National High Schools</p>	<p>Directional statement</p>	<ul style="list-style-type: none"> National <i>GES, TED</i> 	<p>2016</p>
<p>25. Ensure TVET programs use approved curriculum and are aligned to industry standards and needs</p> <p>Student under taking vocational courses in secondary can graduate with certificate 1 or 2 as appropriate</p>	<p>Curriculum aligned to National Qualifications Framework</p>	<ul style="list-style-type: none"> National <i>TVETD</i> 	<p>2015–19</p>
<p>26. Provide curriculum in the social and emotional domain (character and values/civics and ethics education) with emphasis on social and community values, corporation, problem solving, self discipline and critical thinking</p> <ul style="list-style-type: none"> Teach children to appreciate nature and diversity (cultural, regional, religious, socio-economic and gender) with respect for themselves and their environment Build capacity of teachers in this area Develop and implement school code of conduct Ensure classroom practice encourages respect and care Build student leadership 	<p>School code of conduct</p> <p>Curriculum inclusive of values education and problem solving</p>	<ul style="list-style-type: none"> National <i>CDD</i> Schools 	<p>2016–19</p>
E-learning			
<p>27. Implement e-learning suitable for Papua New Guinea</p> <ul style="list-style-type: none"> Develop e-learning policy, considering all digital options Develop e-learning program and resources Carry out consultation and readiness awareness Coordinate and advise schools on ICT infrastructure for e-learning Train teachers Run trials of strategies and resources Implement successful strategies from trials Maintain successful e-learning programs, e.g. EquiTV 	<p>A system of e-learning</p>	<ul style="list-style-type: none"> National <i>E-LD, ICTD</i> 	<p>2015–16 policy and planning</p> <p>2016–17 trials 2016–19 implementation</p>

Learning		Learning	
Strategies	Deliverables	Lead agencies	Timeline
<p>28. Use ICT to enhance teaching and learning</p> <ul style="list-style-type: none"> • Ensure collaboration throughout Ministry of Education • Set up virtual schools 	Virtual learning sites	- National <i>E-LD, ICTD, OLA, TSC, NDoE teaching divisions</i>	2016 onwards
Early childhood			
<p>29. Ensure first year of school (preparatory) as an early -childhood education approach, as a transition from home, providing socialisation and foundation literacy and numeracy in readiness for primary school</p> <ul style="list-style-type: none"> • Link to proposed education system restructuring and Education Act revision • Use existing good practice, e.g. early-learning teaching standards, teacher training, appropriate curriculum, teacher employment/deployment • Introduce shift-teaching in preparatory year as an interim measure to reduce class sizes, with enhanced salaries for double-shift teachers 	Elementary schools using quality curriculum and standards	- National <i>CDD, GCD, TED</i>	2015–16
		- Schools	
Assessment			
<p>30. Establish a sustainable national learning assessment system</p> <ul style="list-style-type: none"> - Use individual student learning progress to assist further learning - Produce aggregated, system-wide progress data for decision-making • Grade 8 and 10 exams will be phased out and replaced with Standards Based Assessment. This assessment will not be used for excluding students from progress in education. Students will receive certificates recognising achievement levels. • Retain Grade 12 examination for tertiary entrance requirement • Develop assessment system to provide student achievement records for selection to TVET courses at appropriate points in secondary education • Implement easy-to-use diagnostic assessment for teachers to improve learning programs • Align assessment to the curriculum • Add assessment results to ICT database for system-wide analysis and use • Monitor literacy and numeracy using Pacific Islands Literacy and Numeracy Assessment (PILNA) regional benchmarking tool and a proposed National Standardised Assessment • Engage in global assessment 	<p>A national learning assessment system with data available electronically</p> <p>Compatibility with international requirements</p> <p>Literacy and numeracy progress benchmarked</p> <ul style="list-style-type: none"> • Nationally (new) • Regionally (PILNA) • Globally (PISA, TIMSS) 	<p>- National <i>CDD, FODE MSD, Pacific Benchmarking for Education Results (PaBER) Coordinator (PILNA)</i></p> <p><i>ICTD</i></p> <p>- National <i>TED</i></p>	<p>2016 pilot 2017 primary</p> <p>2019</p> <p>2015 and 2018 PILNA conducted</p>
<p>31. Increase awareness of need to include children with special needs in mainstream classes where appropriate</p> <ul style="list-style-type: none"> • Support all special-needs students and register them with Special Education Resource Centre 	<ul style="list-style-type: none"> • Children with special needs in mainstream classes • Schools providing inclusive education 		

Alternate pathways

2019 output targets include:

- 52,750 students enrolled in vocational programs
- 16,900 students enrolled in FODE
- 1 vocational centre per district
- 1 technical or business college per province
- 1 polytechnic per region

For details see Section five Monitoring and evaluation

The focus on the traditional education pathway remains important, yet evidence suggests that there are also significant learning needs outside the traditional elementary, primary and secondary sectors. To achieved *Universal Education* students need to be able to choose most suitable pathway relevant to their needs. Vocational and FODE choices play an important role in this. The country has a growing shortage of skilled technical workers and a growing population of young people (55 per cent of the population is aged 0–24). In response, technical and vocational education and training (TVET) will improve and expand its coverage while flexible open and distance education (FODE) will provide an alternative learning mode.

TVET will provide a more seamless system with easier-to-understand and easier-to-access vocational options and pathways. The aim is to develop and promote a less complex system to allow parents and students to readily understand the certification pathways while seeing the direct links to work skills and further training. The entire system will be underpinned by the National Qualifications Framework, with all institutions that offer TVET courses becoming registered training organisations. TVETD will work to implement its Strategic Management Plan (2011–20). Students who choose to enroll in vocational focused (practical skill) courses as part of their study can be awarded nationally recognised qualifications in addition to the normal school certificate. Out of school youth and adults in the community can enroll part time in short courses to gain national certificates.

For various reasons, children may not want or be able to attend traditional school. FODE offers the potential for following the same curriculum or upgrading results and being able to sit for the grade 12 examinations, the same as mainstream secondary schools. FODE will continue to be improved to give access to learning in a more flexible manner than by traditional methods. Strategies will also focus on youths and adults who have not attained basic literacy, numeracy or life skills. When the need exists, FODE centres will register and enrol students, supply materials and mark assignments.

Strategies will lead to:

Output Students have access to alternate pathways for employment and life skills development

Alternate pathways			
Strategies	Deliverables	Lead agencies	Timeline
Technical and vocational education and training (TVET)			
32. Develop and promote an understanding among parents and students of TVET educational pathways, purpose and routes to employment <ul style="list-style-type: none">• Integrate existing organisations into one system, seamless to the community• Simplify TVET institution naming• Simplify course naming using certificate levels, as under the National Qualifications Framework• Clarify TVET options and entry requirements for short and long courses• Conduct public awareness campaign targeting parents and students• Promote vocational studies in schools	One unified technical and vocational education system Public awareness of TVET options	- National <i>TVETD</i>	2018

<p>33. Develop TVET as a viable pathway from the mainstream education system for any student at Grade 8, 10 or 12 (vocational studies in schools and/or dedicated vocational schools)</p> <p>Certified National Certificate 1 and 2 competencies and courses are intergrated as choices in the school curriculum for practical subjects and provided clear pathway options for student from grade 9 to 12</p>	<p>Option for students to enter pathway into certified (NQF) courses while in secondary school</p>	<p>- National <i>TVETD</i> <i>CDD</i></p>	<p>2015–17</p>
<p>34. Introduce a regulatory framework for TVET by passing a Skills Training Act</p> <p>Skills Training Act implemented, ensuring all private and public schools and post-secondary technical and business instituon are registered on based on compliance with national TVET quality standards under one authority</p>	<p>National TVET regulatory framework</p>	<p>- National <i>TVETD</i></p>	<p>2015</p>
<p>35. Deliver all TVET under the National Qualifications Framework using nationally certified courses</p> <ul style="list-style-type: none"> • Students successfully completing these courses leave school with a nationally recognised certificate and courses recognised on the Secondary School Certificate 	<p>All schools Certified courses under National Qualifications Framework</p>	<p>- National <i>TVETD</i></p>	<p>2015–19 2017</p>
<p>36. Register institutions which deliver TVET certificate courses and meet quality and industry standards</p> <ul style="list-style-type: none"> • Conduct registration awareness program for institutions • Ensure industry–TVET consultation guides course development based on real industry/workforce needs • Private and public schools delivering national TVET courses/ qualifications register with the national authority 	<p>Registered training organisations</p>	<p>- National <i>TVETD</i></p>	<p>2015 - 2019</p>
<p>37. Ensure TVET is seen as flexible and open to all, providing technical and vocational/job skills</p> <ul style="list-style-type: none"> • Student can undertake accredited vocational courses part time while at school studying more traditional subjects concurrently. 	<p>Public awareness program strengthened links with employers</p>	<p>- National <i>-TVETD</i> <i>- CDD</i> - Provinces - Districts</p>	<p>2015–19</p>
<p>38. Successful completion of nationally recognised and accredited TVET certificate 2 provides entry into post-secondary TVET certificate 3 and beyond</p>	<p>Enrolments in tertiary TVET</p>	<p>National <i>TVETD</i></p>	<p>2015–19</p>
<p>39. Support provinces to plan for increased TVET provision, to meet local need</p> <ul style="list-style-type: none"> • Current institutions to collaborate to offer more services, e.g. a province’s technical college to set up branches in all districts • Consider ways to increase opportunity, including offering vocational courses as part of study in secondary schools . 	<p>Links between systems visually represented and advertised</p>	<p>- National <i>TVETD</i> - Provinces - Districts</p>	<p>2015–17</p>
Flexible open and distance education (FODE)			
<p>40. Strengthen system of FODE and links between FODE, traditional schooling and TVET to provide viable options for student movement between systems</p> <ul style="list-style-type: none"> • All vocational schools to offer Grade 8 and 9 FODE • FODE to take a role in home schooling • Set up virtual classrooms 	<p>Public awareness program</p>	<p>- National <i>E-LD, GES, FODE, TVETD</i> - Provinces</p>	<p>2015–17</p>
<p>41. Promote public awareness of FODE as an option for study outside conventional schools</p> <ul style="list-style-type: none"> • FODE is an option for students to study subjects or improve grades • Students from FODE are able to sit tertiary entrance examination at grade 12. 		<p>- National <i>FODE, MCU, TVETD</i> - Provinces</p>	<p>2015–16</p>
Community programs			
<p>42. Run national literacy program</p> <ul style="list-style-type: none"> • Identify needs of non-literate population • Promote value of literacy for the population • Coordinate literacy projects to address identified needs • Provide programs for over-aged students in schools • Community Learning Centres to continue providing literacy training for adults 	<p>National literacy program</p>	<p>- National <i>National Literacy Awareness Secretariat</i></p>	<p>2015 onwards</p>

Local management

2019 output targets include:

- 100 per cent of principals have had financial management training
- 100 per cent of schools have governance boards
- 100 per cent of schools have School Learning Improvement Plans
- 100 per cent of school boards hold at least four meetings each year
- 95 per cent of schools hold at least four P&C meetings each year
- 100 per cent schools hold parent/teacher meetings
- 75 per cent of schools increased their National Quality Standards Index rating

For details see Section five Monitoring and evaluation

Evidence has shown that where schools and colleges are well led and managed, funding is more effectively focused on areas of need, teachers are better supported and, as a result, student learning is improved.

Successful programs focusing on improving the skills and capacity of school management boards, including Governing Councils, will be continued. The introduction of the National Quality School Standards Framework (NQSSF) will provide a means to measure schools against agreed standards and will provide a roadmap to focus on aspects requiring improvement. Financial management training for school leaders and school boards will be provided, to ensure that funds are appropriately acquitted and that there is improved delivery of quality learning.

This focus includes improving the competence of Principals and Head Teachers so that they become more effective instructional leaders and managers. The introduction of the National School Leadership Competency Framework (NSLCF) will be an important tool to begin the journey by measuring the performance of school leaders and indicating improvements needed.

School boards will be supported by sub-national support mechanisms, all focused on improving the standards of teaching and learning. The importance of having an engaged school community is highlighted, with schools encouraged to have parents and the community involved in their children's education and supporting improvements to the quality of schools.

School Learning Improvement Plans (SLIPs) will continue to make a critical contribution to schools managing their own improvements and budgeting. Better monitoring of school spending is needed to ensure SLIP priorities are met.

Strategies will lead to:

Output School governance boards are in place and functioning

Local management			
Strategies	Deliverables	Lead agencies	Timeline
School leadership			
43. Build leadership in schools			
<ul style="list-style-type: none"> • Principals to improve skills and knowledge through professional learning • Principals or Head Teachers must receive leadership and professional development to lead new two- or three-in-one schools • Implement National School Leadership Competency Framework (NSLCF) to assess and improve school leadership, including self-assessment <ul style="list-style-type: none"> - Develop and implement leadership training program for current and possible future leaders, focusing on women, to enable recruitment of school leaders based on merit 	Trained and competent Principals	- National <i>GES, PPD</i> - National <i>SD</i> - Provinces	2015 pilot 2016 phase 1 2017 phase 2 2018 phase 3 2019 review 2016–19
School planning and management			
44. Improve financial management of education institutions			
<ul style="list-style-type: none"> • Train Head Teachers and management boards in quality education, TFF, financial management and acquittal reporting to improve student learning 	Improved TFF management with funds acquitted	- National <i>GES, HROD, PPD</i> - Provinces	2015–18 2015–18

Local management			
Strategies	Deliverables	Lead agencies	Timeline
<ul style="list-style-type: none"> Establish National Quality Schools Standards Framework to replace the Whole School Quality and Financial Management Assessment Program <ul style="list-style-type: none"> Provide schools with a comprehensive picture of their performance in providing quality education and in financial management of school income 	Schools have transparent financial records	<ul style="list-style-type: none"> National <i>FD, GES, SD</i> Provinces 	2015–19 2015–17
45. Develop and implement School Learning Improvement Plans <ul style="list-style-type: none"> Support schools where no previous plans have been produced Review and update current SLIPs 	SLIPs	<ul style="list-style-type: none"> National <i>SD</i> Schools <i>school boards, communities</i> 	2015–19
46. Improve standard of school operation and management <ul style="list-style-type: none"> Implement National Quality School Standards Framework to identify standards of schools and to develop strategies for improvement Schools to adhere to standards, inclusive of recommended teacher:student ratios 	Schools recorded under National Quality School Standards Framework	<ul style="list-style-type: none"> National <i>SD</i> 	2015 pilot 2016 phase 1 2017 phase 2 2018 phase 3 2019 review
47. Strengthen and support behaviour management systems in schools <ul style="list-style-type: none"> School boards and communities to work with staff to support positive behaviour of students, using Behaviour Management Policy and Guidelines Establish school-based counsellor in each school 	Behaviour management systems in schools Teacher counsellor in every school	<ul style="list-style-type: none"> National <i>GCD, TSC</i> Schools <i>communities, Principals, school boards</i> 	2015–19
Community and parental support			
48. Improve community and stakeholder participation <ul style="list-style-type: none"> School boards and Principals to conduct parent and community consultation and education awareness Implement Parents for Quality Education Program Seek community input into planning of two-in-one and three-in-one schools 	Community consultation meetings Reports to school boards	<ul style="list-style-type: none"> National <i>PPD</i> Schools <i>communities, school boards</i> 	2015–19
49. Build and maintain school libraries and manage locally <ul style="list-style-type: none"> Libraries to be open out of school hours for student and community use Set up e-libraries where possible Set up ICT facilities in school libraries for use by students, teachers and communities 	School libraries	<ul style="list-style-type: none"> Schools <i>school boards</i> 	2015–19

System strengthening

2019 output targets include:

- 100 per cent of operational schools receive TFF
- 100 per cent of schools submit school census data
- 90 per cent of schools inspected at least once annually
- 100 per cent of quarterly operational and financial reports covering all budget activities submitted on time
- 100 per cent of advances and allowances fully acquitted (annually)
- Annual report on departmental operations submitted to Department of Finance
- NEP evaluation completed by June 2019
- All PaBER ratings improved by one level
- 60 per cent of provinces submit EMIS data electronically

For details see Section five Monitoring and evaluation

To achieve 13 years of quality and relevant *Universal Education* for students, all supporting functions and governance at national, provincial and district levels should work together to achieve the common goal of quality learning for all.

There will be significant work to streamline and improve administrative systems. Capacity building will give staff the competence to assume tasks effectively, efficiently and accountably while ensuring that maximum funds reach schools to support teaching and learning. Improved systems to store and access quality information will be essential to enhance services.

ICT will underpin all administrative processes and information systems, with connected systems allowing rapid access to accurate information for streamlined service delivery. Provinces and schools will be encouraged to take responsibility for the decentralised administration enabled by ICT.

Improved planning, budgeting and accountability will lay the foundation for securing funding from the government and from development partners and for effective project implementation and monitoring. The department will adhere to the Public Financial Management Act and implement the new Integrated Financial Management System to improve financial management and accountability.

During the previous NEP, donor agencies provided essential support in capacity-building. It is expected that donors will continue to provide much-needed technical support and funding for system strengthening. The Education Sector Improvement Program will provide oversight and coordination in this area.

The Teaching Service Commission will continue to improve its operations. It will establish provincial offices to put services closer to teachers, to deal with professional matters and terms and conditions.

Strategies will lead to:

Output Education service delivery is improved through effective planning and management

System strengthening			
Strategies	Deliverables	Lead agencies	Timeline
Communication, connectivity and information systems			
50. Improve communication and access to information across NDoE and all levels of education <ul style="list-style-type: none"> • Link national, regional, provincial and district education offices and post-primary schools using ICT • Upgrade regional and provincial ICT infrastructures • Establish or convert current data systems to provide one fully-integrated digital information system • Replace paper-based records with integrated electronic records management system to improve access to information • Improve information management and archiving 	Integrated ICT systems connecting NDoE and provinces Fully integrated digital information system Centralised MoE and school management database	- National <i>EMIS, GES, ICTD, MCU, MSD, OLA, PPD, RED, TSC, other relevant divisions</i> - National <i>HROD, ICTD</i>	2015 –19 2017

System strengthening			
Strategies	Deliverables	Lead agencies	Timeline
Planning and coordination			
<p>51. Improve planning</p> <ul style="list-style-type: none"> Carry out timely planning and policy consultation with partners, using innovative ways to gain partner input Provide consistent advice and coordination to Minister of Education, based on achieving NEP goals Provide planning advice based on reliable data with educational, costing and policy implications Support development of consistent and clear approach to improvement using planning, monitoring and reporting cycle Align annual divisional operational and management plans to NEP, to include risk management Support sub-national planning for NEP goal, especially introduction of complete education 	<p>National Education Plan</p> <p>Planning and reporting cycle</p> <p>Provincial education plans</p>	<p>- National <i>PPD, RED</i></p> <p>- National <i>all NDoE divisions</i></p>	<p>2015–2019</p> <p>2015–2019</p> <p>2015–2017</p>
<p>52. Improve policy</p> <ul style="list-style-type: none"> Develop a National Education Policy Standards Framework Set up policy development process and template Conduct institutional policy capacity analysis to identify areas of need Identify and audit all NDoE policies Implement an NDoE policy register, with all policies available on an integrated electronic records management system Extend the application of PaBER to assess quality and functionality of existing education policies Train NDoE officers in areas identified in policy development 	<p>National Education Policy Standards Framework</p> <p>Quality-assured policies in place and available</p>	<p>- National <i>PPD, ICTD</i></p>	<p>2015 identification/audit</p> <p>2016 develop framework</p> <p>2015–16 initial assessment</p> <p>2015–16 policy process/template</p>
<p>53. Improve coordination</p> <ul style="list-style-type: none"> Align all education strategies with NEP direction, including assistance and project proposals by donors, NGOs and community-based agencies Establish common operational and management standards Monitor and report on all activities 	<p>Strategies and activities linked to NEP</p>	<p>- National <i>AD, RED, PPD</i></p>	<p>2015–19</p>
<p>54. Monitor, evaluate, report and ensure accountability</p> <ul style="list-style-type: none"> Develop coordinated monitoring and evaluation (M&E) framework for NDoE Develop and use results-based monitoring system to track progress towards goals Develop results-based monitoring and accountability measures for management Produce staff performance appraisals and institutional performance reviews Use technology to increase promptness of data collection and analysis Develop education system research register with all research available on NDoE integrated electronic records management system Pilot innovative EMIS data collection methods Improve access to data by implementing electronic national learning assessment system, to allow progress monitoring 	<p>M&E framework</p> <p>M&E system</p> <p>EMIS electronic data collection</p> <p>Research register</p> <p>Electronic learning data</p>	<p>- National <i>PPD, RED</i></p> <p>- National <i>ICTD, PPD, RED</i></p> <p>- National <i>MSD, ICTD</i></p>	<p>2016</p> <p>2015–2019</p> <p>2015–2016</p>
Financial management			
<p>55. Establish government-wide Integrated Financial Management System (IFMS) with reporting requirements and timelines</p> <ul style="list-style-type: none"> National, provincial and district agencies to align budgets to cater for teacher salaries using realistic costing Improve internal auditing 	<p>IFMS in use</p>	<p>- National <i>FD, GES, PPD, ICTD</i></p> <p>- National <i>IA</i></p>	<p>2016</p>

System strengthening			
Strategies	Deliverables	Lead agencies	Timeline
56. Improve NDoE asset management <ul style="list-style-type: none"> • Include asset management system in Integrated Financial Management System • Carry out annual stocktaking • Ensure asset usage, storage and disposal comply with government requirements 	Asset management module in use	- National <i>ProD, AD</i>	2016
	Up-to-date stock record		2015
57. Ensure all claim and payment account processing complies with Public Finances (Management) Act <ul style="list-style-type: none"> • Train all requisition and accounts officers 	Training programs	- National <i>FD</i>	2015–19
58. Create transparent centralised and streamlined procurement system	Central procurement system	- National <i>ProD</i>	2016
59. Establish single payroll system, with decentralised operation and national quality assurance <ul style="list-style-type: none"> • Maintain accurate payroll data and streamlined procedures <ul style="list-style-type: none"> - Validate data and remove ghost names • Establish single Ministry of Education database to improve efficiency and remove duplication 	Single payroll	- National <i>HROD, PayD, TSC, ICTD</i>	2017
		- Provincial	2016
Human resources			
60. Improve staffing, teaching and public service <ul style="list-style-type: none"> • Review human resource management policy, processes and procedures to align with NEP • Review manpower establishment to match changing organisational needs • Recruit expatriate teaching staff to meet need • Use human resources module in ALESCO 	Staff using human resources module of ALESCO	- National <i>HROD</i>	2015
61. Improve efficiency of teacher employment <ul style="list-style-type: none"> • Create single authority to manage all aspects of teacher registration, licensing and admission • Ensure efficiency of teacher appointments • Based on new Education Act, establish TSC offices in all provinces to manage as many functions as possible at provincial level • Try to retain teachers by rewarding after-hours teaching and offering incentives for rural and remote postings • Review duties of teachers in proposed two-in-one and three in-one schools 	Appointed teachers all registered	- National <i>Payd, TSC, ICTD</i>	2015–19
	TSC in provinces	- Provincial	2018
	Teacher incentives		2018
62. Improve public servant recruitment, appointment and succession planning <ul style="list-style-type: none"> • Outsource recruitment • Raise professional standards and ethics • Improve staff appraisal system to ensure staff are aware of their roles, responsibilities and accountability • Improve staff discipline and grievance procedures • Train public servants to provide educational leadership and meet school needs • Establish professional development plan • Review system of housing for public servants 		- National <i>FD, HROD</i>	2015 trial
	Staff appraisal system		2016
	Staff training		2019
63. Improve school services <ul style="list-style-type: none"> • Register all schools with one agency, dependent on Education Act revision • Improve efficiency of establishment and registration of schools • Set up electronic schools register as part of EMIS 	All operating schools registered	- National <i>GES, TED, ICTD</i>	2017
	Electronic schools register		
64. Create accessible libraries, records and documents <ul style="list-style-type: none"> • Encourage schools to access digitised collections for learning • Use Integrated Government Information System to connect national, provincial and district systems • Establish computer-based records 	Digital library collections	- National <i>E-LD, ICTD, OLA</i>	2019

64. Transfer of NCDES to NCDC

- Transfer division to NCDC
- Transfer of Powers and function
- Support capacity building

MoA transfers

Delegation
instruments- National
GES, PPD,
NCDES,
*NCDC*2016 - 2019

Section five

Monitoring and evaluation

Section five – Monitoring and evaluation

Effective monitoring and evaluation (M&E) should be part of the institutional arrangements of the department's multi-stakeholder partnerships, to allow informed, evidence-based decisions. That is to ensure proper budgeting and resourcing and appropriate capacity-building and management, including the identification of clear roles and responsibilities for planning and for M&E.

Recognising the fundamental importance of high-quality information for decision-making and program design, the NEP 2015–19 includes a strong emphasis on monitoring and measuring performance and outputs, outcomes and, ultimately, impacts (intended or unintended, positive or negative). The NDoE will monitor progress against indicators and baselines detailed below. Indicators will be tracked bi-annually and annually using national and sub-national monitoring and data collection systems (e.g. EMIS) where possible, as well as through other data collection means (e.g. surveys, field visits, School Census). Where data are missing or unavailable, baseline surveys will be conducted. The assessment and utility of data and indicators will be reviewed regularly.

The main purposes of M&E are to identify successes for replication, identify problems and challenges for action and improve on past performance. Feedback from M&E will allow NDoE divisions to report their results in their annual divisional plans and to determine where research and evaluation may be required.

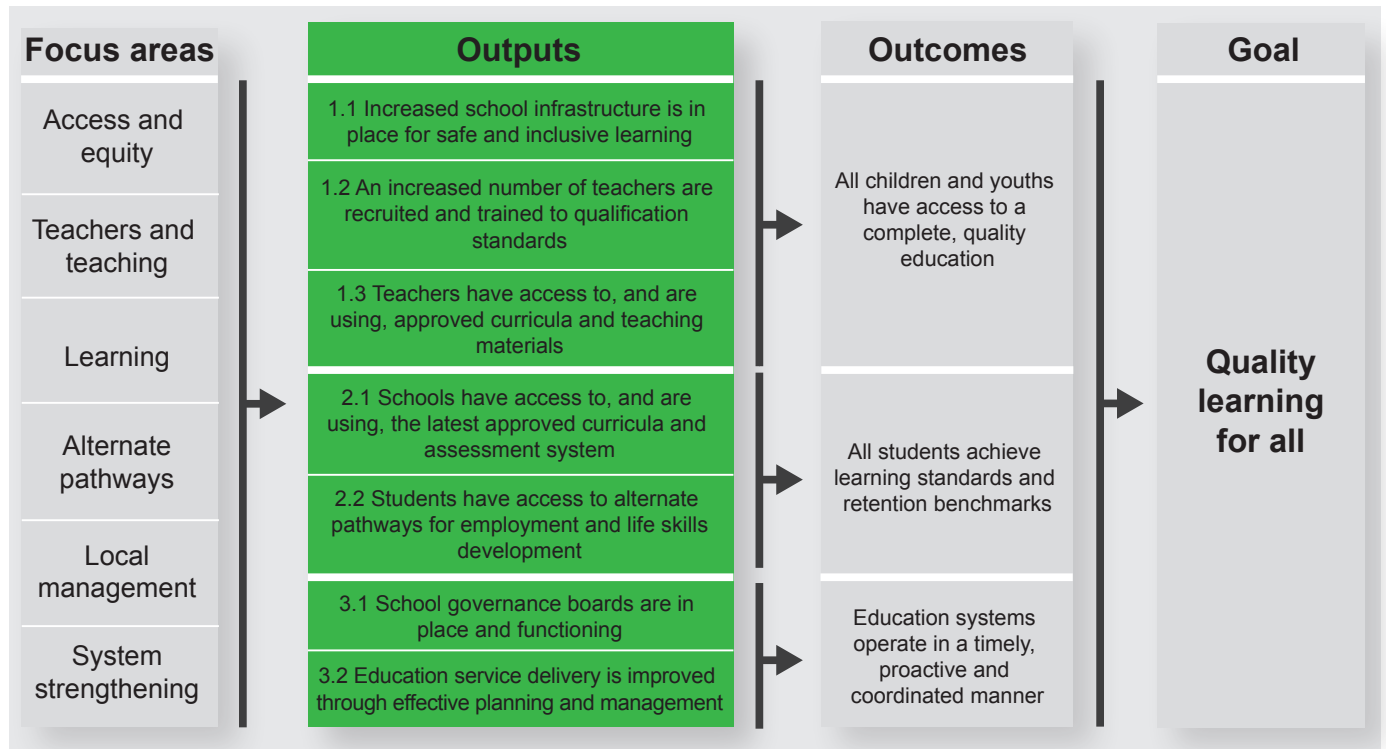
A mid-term review in 2017 will assess progress against the plan. An independent and impartial evaluation during the first quarter of 2019 will assess results and inform the development of the next NEP (to be completed by June 2019).

Designing, building and operating a reporting system that can produce trustworthy, timely and relevant information requires capacity. That includes: the means to collect, analyse and report on performance data; and the skills and understanding to use information effectively. An M&E readiness assessment will identify capacity requirements to ensure a sound and effective M&E system is in place and operating as part of the NEP's implementation.

Outputs

The following section outlines how the expected outputs will be monitored, with baseline data and targets detailed. All data are 2014 unless otherwise stated. Figure 11 demonstrates the contribution of strategies listed under the six focus areas to outputs.

Figure 11: NEP outputs



Output 1.1 Increased school infrastructure is in place for safe and inclusive learning

- Assumptions**
1. Enough funding is in place, and disbursed, to enable timely construction of infrastructure
 2. There is political support to advance early-childhood care and education
 3. Access barriers (physical, income, gender) are adequately addressed

- Risk**
1. Funding is insufficient or disbursed late, thus delaying the construction of infrastructure needed to improve physical access to education

Access and equity					
Indicator	Baseline		Target (2019)		Means of verification
1 Number of schools operational, by sector	Elementary	7,298	Elementary	8,475	EMIS
	Primary	3,543	Primary	4,600	
	Secondary	219	Secondary	370	
	Vocational	114	Vocational	190	
	Total	11,174	Total	13,635	
	(82% of registered schools)		(42% of registered schools)		
2 Number of classrooms, by sector and type	Permanent		Permanent		EMIS
	Elementary	6,116	Elementary	9,043	
	Primary	16,784	Primary	23,719	
	Secondary	2,441	Secondary	4,412	
	Vocational	432	Vocational	827	
	Semi-permanent		Total (all types)	58,054	
	Elementary	4,747	(+33% since 2012)		
	Primary	3,790	Elementary	21,277	
	Secondary	102	(24%)		
	Vocational	75	Primary	30,938	
	Bush materials		(33%)		
	Elementary	6,353	Secondary	4,851	
	Primary	2,639	(88%)		
	Secondary	41	Vocational	988	
	Vocational	15	(89%)		
Total	43,535				
	Elementary	17,216			
	Primary	23,213			
	Secondary	2,584			
	Vocational	522			
	(2012 data)				
3 Number and percentage of schools with libraries	Elementary	364	Elementary	370	EMIS using RapidPro survey (UNICEF)
	Primary	1,132	Primary	1,900	
	Secondary	165	(80% of levels 4–8)		
	Vocational	15	Secondary	220	
	Total	1,676 15%		(100%)	
	(2012 data)		Vocational	18	
			Total	2,508 18%	
4 Number of functional* toilets in schools	Elementary	11,622	2017	50% increase	EMIS School Census
	Primary	14,861		on baseline	
	Secondary	2,031	2019	70% increase	
	Vocational	461		on baseline	
		(2012 data: number of toilets per sector, no record of functional or number per school)			
5 Toilet:pupil ratio (disaggregated by gender)	1:32		1:25 females		EMIS
	(2012 data)		1:40 males		
6 Percentage of schools with functional* water facilities	Baseline to be established in 2015		2017	50% of students have access to water facilities	EMIS
			2019	70% of students have access to water facilities	
* Indicator and data to change in 2015 to fit global standards. Indicator to include: % of functional water facilities in schools (measured by functional water facilities divided by number of water facilities).					

Access and equity						
Indicator	Baseline			Target (2019)		Means of verification
7 Percentage of schools that have hand-washing facilities with running water and soap	Baseline to be established in 2015			2017 50%	2019 70%	EMIS using RapidPro survey (UNICEF)
8 Early-childhood care and education policy	No			Yes		National Executive Council
9 Gross intake ratio, by sector Total number of new entrants in the first grade of a sector, regardless of age, expressed as a percentage of the population at official entrance age	Elementary	143%	Elementary	100%	EMIS (2014 baseline to be provided in 2015)	
	Primary	98%	Primary	100%		
	Secondary (2013 data)	34%	Secondary	60%		
10 Percentage of children enrolled in ECCE	Baseline to be established in 2015			25% of 3–6 year olds		World Bank data
11 Numbers and percentages of special-needs students in mainstream education registered with Special Education Resource Centre	Total	Registered	%	75% registered (2014 baseline)		EMIS
	Elementary	9,441	2,599	28%		
	Primary	9,712	1,982	16%		
	Secondary	1,228	442	36%		
	Vocational	552	335	61%		
	Total	20,933	5,358	26%		
	Registered	Male	Female			
	Elementary	1,376	1,223			
	Primary	1,074	908			
	Secondary	187	255			
	Vocational	137	198			
	Total	2,774	2,584			
	(2013 data)					
12 Difference in Prep to Grade 8 NER between best and worst provinces	58% (UBE Plan data, 2013)			10% (UBE Plan target)		EMIS
13 Difference in Prep to Grade 8 NER between best and worst districts	57% (2013 data)			25% (UBE Plan target)		EMIS

Output 1.2 An increased number of teachers are recruited and trained to qualification standards

- Assumptions**
1. Policy frameworks and incentive structures make teaching a viable career option
 2. Sufficient funding is in place, and disbursed, to enable the timely hiring of qualified teachers

- Risks**
1. Not enough people want to become teachers
 2. Bureaucracy prevents the timely recruitment of qualified teachers
 3. There are not enough facilities and instructors to train enough teachers

Teachers and teaching						
Indicator	Baseline			Target (2019)		Means of verification
14 Number and percentage of teachers with required minimum teaching qualification, by grade and sector	Elementary			Elementary		EMIS
	Certificate	19,385	99.6%	Certificate		
	Diploma	78	0.4%	or above	23,697	99%
	Degree	10	0.1%			
	Master's	0	0.0%			
	Total	19,473		Total	23,784	

Teachers and teaching						
Indicator	Baseline			Target (2019)		Means of verification
	Primary			Primary		
	Certificate	5,929	23.4%	Diploma or above	28,750	82%
	Diploma	19,104	75.4%			
	Degree	304	1.2%			
	Master's	0	0.0%			
	Total	25,337		Total	34,972	
	Secondary			Secondary		
	Certificate	502	9.9%	Degree or above	5,730	72%
	Diploma	1,758	34.7%			
	Degree	2,797	55.2%			
	Master's	10	0.2%			
	Total	5,067		Total	8,000	
	Vocational			Vocational		
	Certificate	253	21.3%	Diploma or above	1,800	85%
	Diploma	865	72.8%			
	Degree	70	5.9%			
	Master's	1	0.1%			
	Total	1,189		Total	2,110	
15 Percentage of teachers accessing in-service training opportunities	N/A			100%		TED
16 Percentage of teachers meeting minimum teacher standards, by level	Baseline will be based on a new National Teacher Quality Standards Framework to be produced in 2015			25% increase		National Teacher Quality Standards Framework
17 Percentage of teachers provided with housing	66% (2012 data)			75%		Standards Officers reports
18 Number of teachers employed	Elementary	19,473		Elementary	23,784 (+22%)	EMIS
	Primary	25,337		Primary	34,972 (+38%)	
	Secondary	5,067		Secondary	8,000 (+58%)	
	Vocational	1,189		Vocational	2,110 (+77%)	
	Total	51,066		Total	68,866 (+35%)	

Output 1.3 Teachers have access to, and are using, approved curricula and teaching materials

Assumption 1. Budget is in place to support the development and distribution of quality learning materials

- Risks**
1. There is insufficient budget to produce and distribute necessary learning materials to schools and teachers
 2. Teachers are not aware of the shift to SBC and therefore do not use appropriate curricula

Teachers and teaching			
Indicator	Baseline	Target (2019)	Means of verification
19 Percentage of teachers reporting use of approved (standards-based) curricula	0%	100%	Standards Officers reports
20 Percentage of schools adequately resourced with (SBC) materials	0%	100%	Standards Officers reports
21 Percentage of teachers reporting satisfactory access to (SBC) learning materials	0%	100%	Standards Officers reports

Output 2.1 Schools have access to, and are using, the latest approved curricula and assessment system

- Assumption** 1. Budget is in place to support the development and distribution of quality learning materials
- Risks**
1. There is insufficient budget to produce and distribute necessary learning materials to schools and teachers
 2. Teachers have not received training for new (SBC) and therefore do not use appropriate curricula or learning assessment

Learning					
Indicator	Baseline		Target (2019)		Means of verification
22 Percentage of schools at each level using SBC National Curriculum Statement, syllabuses and teacher guides	0%		2016	50% using National Curriculum Statement	Standards Officers reports
			2017	50% using syllabuses and teacher guides	
			2019	100% using all	
23 Percentage of pre-service colleges using SBC National Curriculum Statement, syllabuses and teachers guides	0%		2016	50% using National Curriculum Statement	Standards Officers reports
			2017	50% using syllabuses and teacher guides	
			2019	100% using all	
24 Percentage of schools at each level using SBC learning materials	0%		2017	50%	Standards Officers reports
			2019	100%	
25 Percentage of pre-service colleges using SBC supplementary materials	0%		2017	50%	Standards Officers reports
			2019	100%	
26 Pupil:SBC text book ratio	1:0		1:1 (UBE Plan)		Standards Officers reports
27 Percentage of schools using assessment for learning system (individual students and education-wide)	0%		2017	50%	Standards Officers reports
			2019	100%	
28 Students receiving Grade 8 and Grade 10 certificates of education	0%		2018	100%	MSD, ICTD, Standards Officers reports (statements will be part of new assessment system)

Output 2.2 Students have access to alternate pathways for employment and life skills development

- Assumptions**
1. Relevant quality facilities are in place, staffed and functioning
 2. There is political support to advance alternative pathways for life skills development

- Risks**
1. Budgets are insufficient, or are disbursed late, thus delaying the construction of vocational centers, non-trade flexible open-learning centers and other relevant institutions
 2. TVET facilities are not located in locations to maximise access
 3. Access barriers (physical, income, gender) are inadequately addressed

Alternate pathways							
Indicator	Baseline			Target (2019)			Means of verification
29 Number of students enrolled in vocational programmes, by gender	Male	28,999	70%	Male	31,650	60%	EMIS
	Female	12,332	30%	Female	21,100	40%	
	Total	41,331		Total	52,750		
30 Number of FODE enrolments, by gender	Male	5,403	45%	Male	7,750	46%	FODE
	Female	6,490	55%	Female	9,150	54%	
	Total	11,893		Total	16,900		

Alternate pathways

Indicator	Baseline	Target (2019)	Means of verification
31 Number of vocational, secondary schools, polytechnics, non-trade and trade flexible open-learning institutions operational	119 vocational centers (17 districts without centers) 1 technical secondary school 4 community colleges 8 technical and business colleges 1 polytechnic	1 vocational center per district (136) 1 technical or business college per province (22) 1 polytechnic per region (4)	EMIS

Output 3.1 School governance boards are in place and functioning

Assumption 1. Teachers, principals and community members are interested in and committed to supporting and improving school management

Risk 1. Low level of interest or involvement leads to poor school governance, limiting overall quality and effectiveness

Local management

Indicator	Baseline	Target (2019)	Means of verification
32 Percentage of principals with training, inclusive of financial management training	5%	100%	Financial Management Training Program reports Standards Officers reports
33 Percentage of schools with governance boards	Baseline to be provided during 2015	100%	Whole School Quality Assessment (WSQA) and Financial Management Assessment Report or National Quality School Standards (implementation 2015)
34 Percentage of school governance board meetings held	Baseline to be provided during 2015	100%	WSQA or National Quality School Standards Index (2015)
35 Percentage of schools with School Learning Improvement Plans	85% (2013 SLIP Impact Study)	100%	WSQA or National Quality School Standards Index (2015)
36 Percentage of parent and citizen meetings held	Baseline to be provided during 2015	95% hold four meetings annually	WSQA or National Quality School Standards Index (2015)
37 Percentage of parent/teacher meetings held (by school)	N/A	100%	WSQA or National Quality School Standards Index (2015)
38 National Quality School Standards Index	A baseline standard to be established for schools in 2015	20% increase	National Quality School Standards Index (2015)

Output 3.2 Education service delivery is improved through effective planning and management

Assumption 1. There is a common understanding of the importance of public financial management and reporting, and a willingness to monitor and report data

Risk 1. Poor data and accounting systems limit the ability to report accurate data, leading to skewed reporting

System strengthening

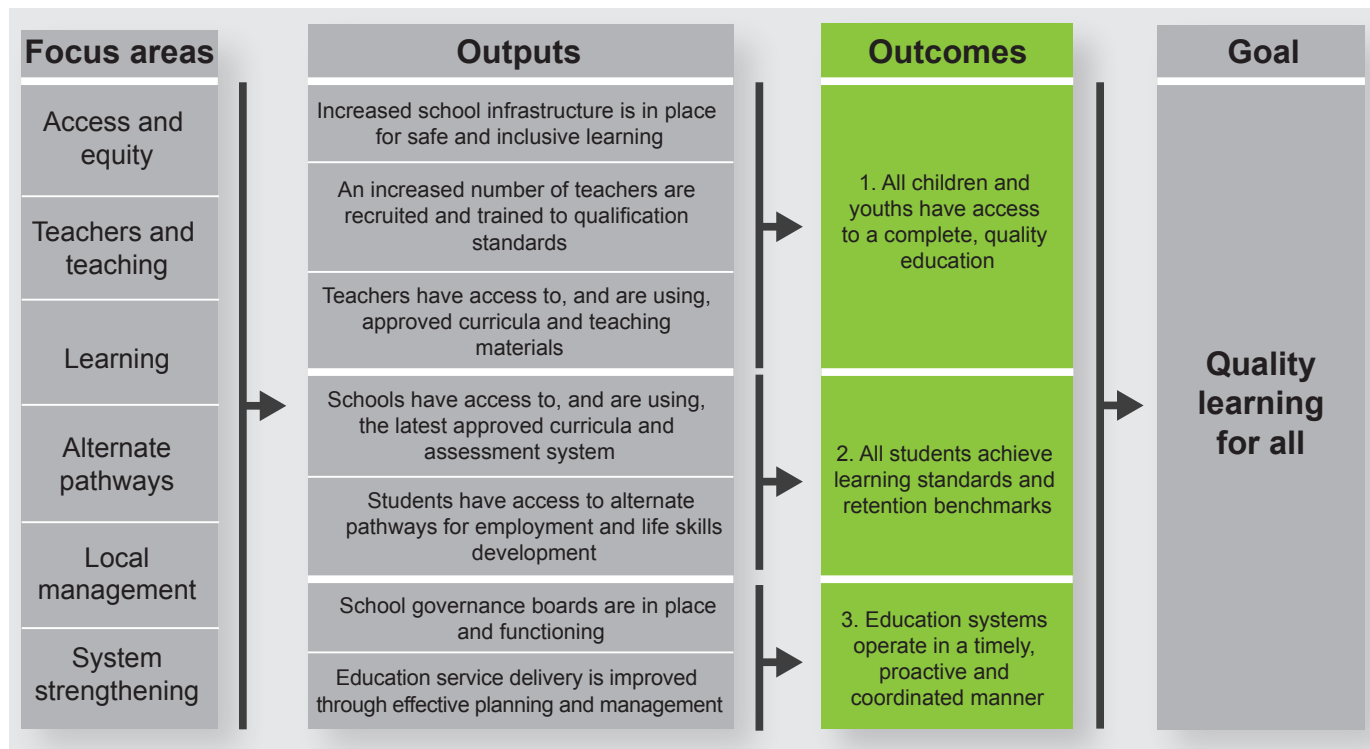
Indicator	Baseline	Target (2019)	Means of verification
39 Number and percentage of operational schools that receive TFF	10,109 93%	13,635 100%	Standards Officers reports
40 Percentage of schools submitting school census data	88%	100%	EMIS

System strengthening			
Indicator	Baseline	Target (2019)	Means of verification
41 National School Leadership Competency Framework providing leadership profiles	No	100% by 2018	Standards Officers reports
42 Percentage of schools inspected at least once (annually), by level	Primary and elementary 50% Secondary 100%	100% 100%	Standards Officers reports DPLGA
43 Percentage of quarterly operation and financial reports submitted on time and reporting on all budget activities	N/A	100%	NDoE reports
44 Percentage of total national education system appropriations allocated to personal emoluments	43% (2015 data)	40%	FD
45 Percentage of teachers' salaries appropriation spent (through provincial budgets)	135% (2013 data)	100%	FD
46 Percentage of advances and allowances fully acquitted	71%	100% annually	FD
47 Annual NDoE financial report submitted to Department of Finance annually	2012 and 2013 submitted in 2014	Annually, in first six months of year	FD
48 Quality assessment of education policies by Pacific Benchmarking for Education Results (PaBER)			RED (PaBER National Coordinator) World Bank assessment tool
<ul style="list-style-type: none"> • Curriculum and materials • Teacher quality • School governance and management • Student assessment • EMIS 	<ul style="list-style-type: none"> • 'Emerging' • 'Emerging' • 'Emerging' • 'Emerging' • EMIS result during 2015 	<ul style="list-style-type: none"> • 'Established' • 'Established' • 'Established' • 'Established' • a one level improvement 	
49 NEP review and evaluation	No baseline	2017 mid-term review June 2019 final evaluation	PPD
50 Percentage of provinces submitting EMIS data electronically	0%	60%	ICTD

Outcomes

The following section outline how the expected outcomes will be monitored, with baseline data and targets detailed. All data are 2014 unless otherwise stated. The figure below demonstrates the contribution of outputs to outcomes.

Figure 12: NEP outcomes



Outcome 1 All children and youths have access to a complete, quality education

Assumption 1. There is adequate infrastructure and enough teachers to ensure access

Risk 1. The political support and financial resources are inadequate to develop the infrastructure and human resource base needed to meet demand

Indicator	Baseline	Target (2019)	Means of verification
1.1 Transition rate, by level and gender	Elementary to primary 80.0% Male 82.3% Female 77.3% Grade 8 to Grade 9 56.0% Male 61.1% Female 50.3% Grade 10 to Grade 11 45.5% Male 46.8% Female 43.5%	Elementary to primary 85% Grade 8 to Grade 9 65% Grade 10 to Grade 11 55%	EMIS
1.2 Gender parity index, by level	Elementary 0.92 Primary 0.92 Secondary (2013 data) 0.71	Elementary 1.00 Primary 0.95 Secondary 0.95	EMIS (2014 data to be updated in 2015)
1.3 Teacher:pupil ratio, by level	Elementary 1:44 Primary 1:36 Secondary 1:31 Vocational 1:35	Elementary 1:35 Primary 1:35 Secondary less than 1:35 Vocational 1:31	EMIS
1.4 Gross enrollment ratio, by gender Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year	Elementary Male 129.2% Female 131.0% Primary Male 80.5% Female 85.8% Secondary Male 22.5% Female 74.8% (2013 data) 18.6%	Elementary 120.0% Primary 95.0% Secondary 34.0%	EMIS
1.5 Net enrollment ratio, by gender Enrollment of the official age group for a given sector of education expressed as a percentage of the corresponding population	Elementary 62.2% Male 63.0% Female 61.3% Primary 47.0% Male 50.1% Female 43.7% Secondary 7.4% Male 8.5% Female 6.1% (2013 data)	Elementary 79.3% Primary 65.9% Secondary 10.0%	EMIS
1.6 Completion rate by level (takes no account of students repeating grades and uses enrolment rather than graduate numbers)	Elementary 128% Primary 77% Secondary Grade 10 36% Grade 12 11%	Elementary 128% Primary 80% Secondary Grade 10 44% Grade 12 16%	EMIS
1.7 Gross enrolment ratio for ECCE	Baseline to be established in 2015 by ECCE facility survey	15% increase	ECCE facility survey
1.8 Public expenditure on education as percentage of GDP/total government expenditure	4.9% (2015 data)	6.0%	National budget report
1.9 Number of out-of-school children	Baseline to be established in 2015 by OOSCI survey	50% of out-of-school children will receive education	OOSCI survey
1.10 Number and percentage of teachers meeting national performance standards	Baseline to be established in 2015 using new National Quality School Standards Framework	25% increase	Standards Officers using National Quality School Standards Framework

Outcome 2 All students achieve learning standards and retention benchmarks

- Assumptions**
1. Learning institutions implement SBC in line with national policy
 2. Qualified teachers are in place and provide quality education that meets national standards
 3. Students have access to, and use, alternate pathways for employment and life skills development

- Risk**
1. Inadequate resources and lack of political support will delay the implementation of SBC

Indicator	Baseline		Target (2019)		Means of verification
2.1 Percentage of students reaching satisfactory regional literacy and numeracy benchmarks	Numeracy	36%	Numeracy	55%	PILNA 2015 and 2018
	Reading	51%	Reading	65%	
	Writing	8%	Writing	25%	
	(2012 PILNA assessment)				
2.2 Percentage of students reaching national literacy and numeracy standards	Baseline to be established in 2016		20% increase		Literacy and numeracy assessment survey being developed 2015
2.3 Survival rate, by level and gender	Elementary	83%	Elementary	85%	EMIS
Percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades	Male 85% Female 82%				
Elementary Preparatory to Elementary 2	Primary	72%	Primary	76%	
Primary Grade 3 to Grade 8	Male 75% Female 68%				
Secondary Grade 9 to Grade 12	Secondary	41%	Secondary	46%	
	Male 42% Female 40%				
2.4 Graduates by level	Grade 10	53,414	Grade 10	70,000	MSD
	Grade 12	19,871	Grade 12	28,000	

Outcome 3 Education systems operate in a timely, proactive and coordinated manner

- Assumption**
1. Governance systems (payroll, school budgets, quality assurance mechanisms, etc.) are in place and functioning to support the successful management of the education system

- Risk**
1. Poorly functioning systems slow the delivery of funds to schools and the timely payment of staff, leading to ineffective service delivery

Indicator	Baseline	Target (2019)	Means of verification
3.1 Number of teachers and school officials put back on payroll by end of April annually compared with March payroll	41,396 (81.04%) returned to payroll in April 2015	To be set	ALESCO
3.2 Teaching position vacancies	Baseline to be provided during 2015	To be set	ALESCO, GES
3.3 Percentage of schools spending TFF on approved items	Baseline to be provided during 2015	100%	Whole School Quality Assessment and Financial Management Assessment Report or National Quality Standards Index (implementation 2015), SLIP, Standards Officers reports
3.4 Percentage of schools using accounting system or combined cash book	69% using cash book	100% schools use an accounting system or cash book	National Quality Standards Index (implementation 2015)
3.5 Percentage of schools submitting acquittals	Baseline to be provided during 2015	To be set	Standards Officers
3.6 Percentage of education system budgets expended annually	Baseline to be provided during 2015	100%	Annual Operational Financial Plan

Outcome 3 Education systems operate in a timely, proactive and coordinated manner

Indicator	Baseline	Target (2019)	Means of verification
3.7 NDoE annual report tabled in parliament on time with 100% coverage of budget activities	No	Yes	Parliamentary reports

Definitions

Functional toilets Toilets are not physically broken and can be used.

Partially functional toilets Toilets can be used, but there are at least some problems with the physical infrastructure that require repairs, e.g. deterioration in concrete, doors/locks loose or roofs deteriorating.

Non-functional toilets The toilets exist, but are so badly damaged or deteriorated it is no longer reasonably possible to use them, e.g. squatting plates broken, doors missing, or roofs have holes.

Section six

Projections and costings

Section six – Projections and costings

The following data have been provided by the Statistics Branch of NDoE, based on verified 2014 statistics.

Enrollment projections, 2015–19

Table 6: Projected student enrollment, 2015–19

	2015	2016	2017	2018	2019
Elementary	911,679	953,025	942,206	933,075	923,943
<i>Annual change</i>		5%	-1%	-1%	-1%
Preparatory	331,186	329,110	327,033	324,956	322,879
E1 and G1	328,038	322,512	318,819	315,126	311,433
E2 and G2	252,454	301,403	296,354	292,993	289,631
Primary	947,641	991,539	1,068,009	1,132,529	1,189,002
<i>Annual change</i>		5%	8%	6%	5%
G3	196,384	204,487	247,151	245,974	249,044
G4	183,324	185,740	194,263	234,793	233,675
G5	167,645	173,387	176,453	184,550	223,054
G6	150,020	158,559	164,718	167,630	175,322
G7	134,783	141,888	150,631	156,482	159,248
G8	115,485	127,477	134,794	143,099	148,658
Secondary	167,619	176,800	195,559	215,516	242,302
<i>Annual change</i>		5%	11%	10%	12%
G9	62,506	66,750	75,976	82,763	93,015
G10	58,835	59,381	63,413	72,178	78,625
G11	23,732	28,123	29,453	32,594	39,698
G12	22,545	22,545	26,717	27,980	30,964
Vocational	43,398	45,567	47,846	50,238	52,750
<i>Annual change</i>		5%	5%	5%	5%
FODE	13,104	14,035	14,965	15,896	16,826
<i>Annual change</i>		7%	7%	6%	6%
Total	2,083,440	2,180,965	2,332,740	2,479,610	2,629,621
<i>Annual change</i>		5%	7%	6%	6%

Financial projections, 2015–19

Following is a breakdown of the projected costs and revenues in the period, by Medium-Term Expenditure Framework category and sector. These figures are indicative costings that emanate from the projection of Department of Education enrollments combined with targets, using a costing projection model. The Medium -Term Expenditure Framework was developed by the National Department of Education to allow officials to project budgetary needs in two ways; by school level and expenditure categories.

TFF is the biggest component of the institutional funding category in the Medium - Term Expenditure Framework. Projections of donor input by category and sector are included. The probable shortfalls in the budget are included as funding gaps.

Table 7: Financial projections, 2015 –19

Projected expenditure (Kina '000s)	2015	2016	2017	2018	2019	2020
Elementary						
Teacher education	54,998	25,199	18,790	16,417.6	14,983.2	13,999.1
Education materials	26,963	0	0	11,130.1	11,613	12,115.5
Institutional infrastructure	27,518	37,540	41,839.0	41,707.0	34,437.1	0.0
Education standards	35,383	38,576	39,761.0	41,055.6	42,410.3	1,160.3
Institutional funding	114,416	126,294	131,534.5	137,239.4	143,185.9	0.0
Management and administration	47,062	51,907	54,023.7	56,311.2	58,684.6	481.9
Personal emoluments	430,093	490,924	528,478.2	557,567.5	587,817.8	0
Total	736,433	770,440	814,426.0	861,428.3	893,131.5	27,756.8
Primary						
Teacher education	89,041	142,084	128,043.0	161,252.2	169,337.9	193,859.4
Education materials	0	197,844	56,150.2	60,762.5	145,543.5	193,743.3
Institutional infrastructure	91,667	466,639	511,510.4	525,795.2	968,382.2	1,088,465.8
Education standards	50,346	55,181	48,982.9	53,917.8	58,841.8	90,934.0
Institutional funding	324,761	355,003	406,541.8	456,277.8	493,174.1	775,541.4
Management and administration	66,191	71,671	60,003.0	65,895.3	72,035.3	124,668.7
Personal emoluments	825,050	945,843	901,219.4	907,548.7	943,742.8	2,235,733.8
Total	1,447,056	2,234,266	2,112,450.7	2,231,449.5	2,851,057.4	4,702,946.4
Secondary						
Teacher education	1,003	1,109	15,496.8	1,491.7	1,758.1	2,022.1
Education materials	22,817	23,903	96,541	26,076	27,163	110,671.0
Institutional infrastructure	271,448	333,407	501,485.6	510,035.2	429,660.0	633,974.4
Education standards	12,368	13,327	15,429.5	17,939.0	20,852.2	36,693.2
Institutional funding	254,892	282,893	328,597.1	379,765.5	449,267.2	532,830.8
Management and administration	30,792	33,909	37,712.7	41,774.0	46,574.3	72,578.0
Personal emoluments	198,612	225,539	259,039.4	296,326.7	344,496.7	878,813.7
Total	791,931	914,086	1,254,301.8	1,273,408.1	1,319,771.0	2,267,583.2
Vocational						
Teacher education	2,433	1,091	1,163.6	1,241.8	1,326.0	1,416.6
Education materials	4,557	5,012	5,502.3	6,028.6	6,593.7	7,200.4
Institutional infrastructure	73,938	79,147	84,771.3	90,848.0	97,417	104,522.0
Education standards	1,146	1,263	1,392.6	1,535.3	1,692.7	1,866.2
Institutional funding	86,557	95,429	105,210.1	115,994.2	127,883.6	140,991.6
Management and administration	2,324	2,560	2,819.1	3,104.4	3,418.1	3,729.2
Personal emoluments	62,174	70,397	76,759.5	83,582.6	90,896.1	98,731.9

Total	233,127	254,898	277,618.5	302,334.9	329,227.1	358,458.0
Technical (post-Grade 12)						
Teacher education	259	259	258.9	258.9	258.9	258.9
Education materials	7,509	442				
Institutional infrastructure	5,217	13,810	14,461.4	15,180.3	15,975.5	16,857.1
Institutional funding	3,446	3,722				
Management and administration	5,420	5,962	4,220.3	4,785.8	5,427.1	6,154.3
Personal emoluments	17,151	18,397	18,471.7	19,130.3	19,790.0	20,449.7
Total	39,003	42,591	37,411.2	39,355.3	41,451.4	43,719.9
Teachers' colleges						
Institutional infrastructure	4,443	26,709	345,650.1	306,947.7	322,295.1	338,409.9
Institutional funding	6,841	7,173	12,075.5	12,679.3	13,313.3	13,313.3
Management and administration	3,332	3,499				
Personal emoluments	17,656	19,150	16,328	15,424	14,953	
Total	32,272	56,530	371,487.8	334,446.8	349,927.0	366,430.6
Other (management and administration)						
Management and administration	80,374	85,463	81,764.3	86,007.7	90,522.9	90,522.9
Personal emoluments	45,522	48,757	52,061.5	55,443.2	59,043.9	59,043.9
Total	125,896	134,220	133,825.8	141,451.8	149,566.8	149,566.8
Totals by category						
Teacher education	147,733	169,742	163,752	180,662	187,664	211,556
Education materials	54,336	226,759	158,193	103,997	190,912	323,730
Institutional infrastructure	474,230	1,051,579	1,499,718	1,490,513	1,868,167	2,182,229
Education standards	99,243	108,347	105,566	114,448	123,797	130,654
Institutional funding	790,914	870,513	985,613	1,106,138	1,231,617	1,468,831
Management and administration	226,743	245,509	236,323	253,093	271,235	291,981
Personal emoluments	1,596,257	1,819,007	1,852,357	1,935,023	2,060,740	3,307,480
Total	3,389,455.9	4,491,455.4	5,001,521.9	5,183,873.8	5,934,132.2	7,916,461.6
Totals by sector						
Elementary	736,433	770,440	814,426	861,428	893,132	27,757
Primary	1,447,056	2,280,781	2,112,451	2,231,450	2,851,057	4,702,946
Secondary	791,931	961,897	1,254,302	1,273,408	1,319,771	2,267,583
Vocational	233,127	254,898	277,619	302,335	329,227	358,458
Technical (post-Grade 12)	26,073	36,188	37,411	39,355	41,451	43,720
Teachers' colleges	28,940	53,031	371,488	334,447	349,927	366,431
Other (management and administration)	125,896	134,220	133,826	141,451	149,567	149,567
Total	3,389,456	4,491,455	5,001,522	5,183,874	5,934,132	7,916,462

Table 8: Revenue projections, by source, 2015 – 2019

Revenue source	Revenue (K '000s)					
	2015	2016	2017	2018	2019	2020
National government	2,541,288	3,052,907	3,387,729	3,726,985	4,102,301	4,102,301
Provinces (Education Function Grants and from internal revenues)	133,000	118,800	126,200	134,700	143,800	143,800
District Services Improvement Programs/ District Support Grants	294,700	294,700	294,700	294,700	294,700	294,700
Parents (project fees)	0	315,929	352,303	389,643	430,595	430,595
Donor partners	255,930	253,725	253,725	253,725	253,725	253,725
Revenues from other stakeholders	101,347	111,372	121,318	131,164	141,315	141,315
Total	3,326,265	4,147,433	4,535,975	4,930,917	5,366,437	5,366,437
Gap	-63,191	-344,022	-465,547	-252,957	-567,695	-2,550,025

The projections and costing in this section are based on all strategies within this plan. They include increasing grade 9 to 12 enrollments under the *Universal Education* strategies.

The above includes initial costing of introducing a new school structure, 7 4 2. It includes some of the costs that will be required to begin a restructure from the current system. A fully detailed implementation plan for the restructure will be developed at a subsequent date

A fully informed decision to proceed with a restructure will result in a detailed costing and awareness program with support for sub national planning to undertake such a large scale change over time.

Section seven

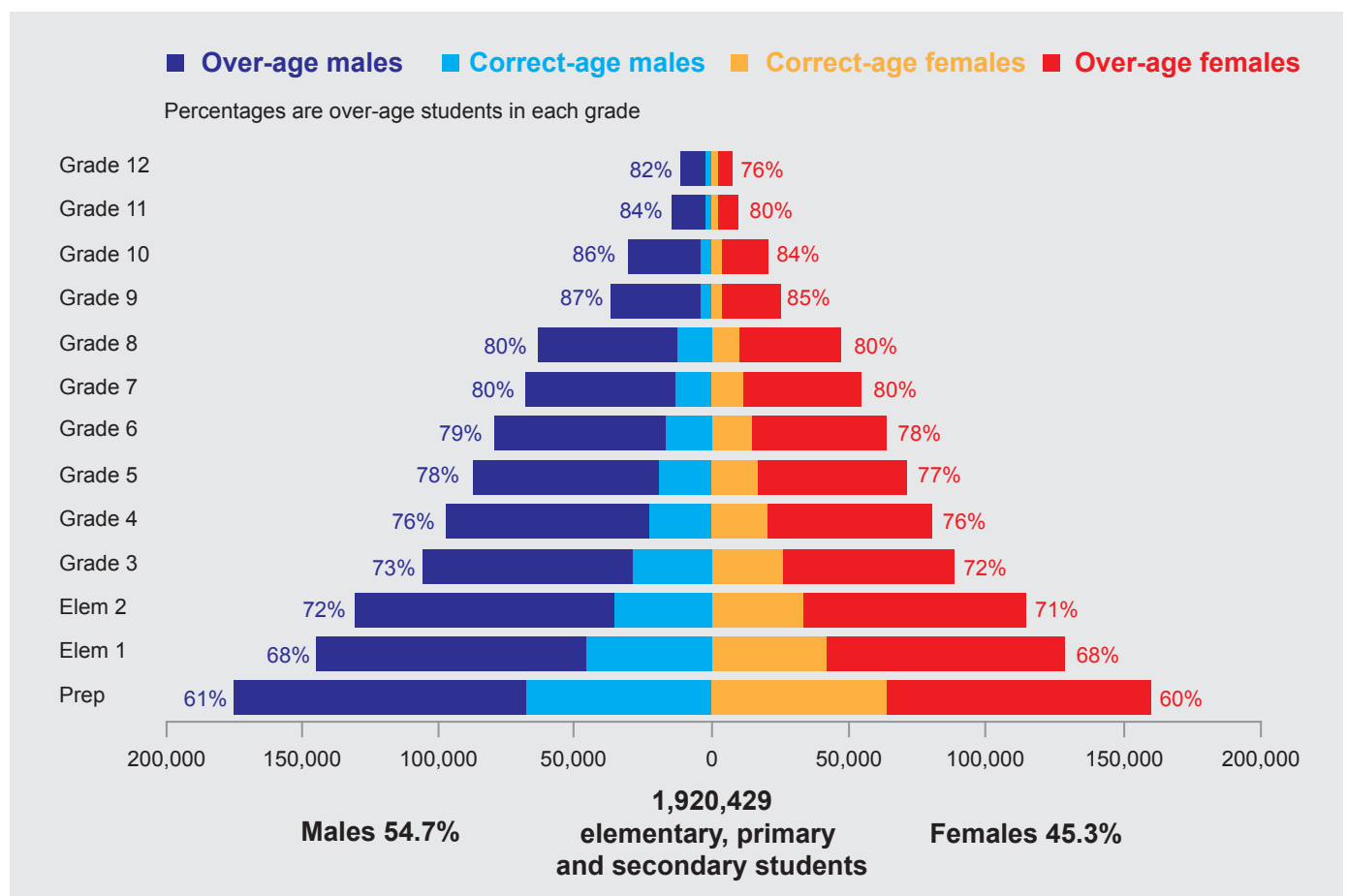
Annexes

Annex A – Additional data

Table 9: Qualifications of teachers, by sector and gender, minimum required highlighted (% of total qualifications)

Qualification	Elementary (%)		Primary (%)		Secondary (%)		Vocational (%)		Total (%)		Total (%)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Certificate	20.51	16.20	6.84	5.11	0.68	0.29	0.37	0.11	28.41	21.70	50.11
Diploma	0.08	0.06	19.79	18.77	2.17	1.21	0.97	0.66	23.01	20.71	43.72
Degree	0.00	0.02	0.41	0.20	3.19	2.19	0.08	0.06	3.68	2.47	6.15
Master's	0.00	0.00	0.00	0.00	0.02	0.00	0.00	0.00	0.02	0.01	0.02
Total	20.60	16.28	27.04	24.08	6.05	3.70	1.42	0.83	55.11	44.89	100.00

Figure 13: Student population, by grade, gender and over-age percentage, 2014



Source: EMIS, NDoE, 2015

Table 10: Number of operating schools, by province and sector, 2014

Province	Elementary	Primary	Secondary	Vocational	Total
Autonomous Region of Bougainville	318	220	11	3	552
Central	304	188	12	3	507
East New Britain	360	158	12	8	538
East Sepik	401	240	16	8	665
Eastern Highlands	432	220	14	5	671
Enga	409	146	12	10	577
Gulf	129	83	6	3	221
Kiunga Lake Murray district	173	76	4	1	254
Madang	520	252	9	7	788
Manus	117	90	4	1	212
Milne Bay	441	193	9	8	651
Morobe	738	333	17	7	1,095
National Capital District	42	38	11	5	96
New Ireland	343	141	9	5	498
Northern	276	111	4	4	395
Sandaun	316	212	10	8	546
Simbu	349	143	17	8	517
Southern Highlands	686	255	17	8	966
West New Britain	292	149	5	3	449
Western Highlands	436	194	17	7	654
Western	216	101	3	2	322
Total	7,298	3,543	219	114	11,174

Note: schools in Hela and Jiwaka provinces are included in Southern Highlands and Western Highlands figures respectively. Kiunga Lake Murray is in Western province but listed separately. Source: EMIS, NDoE

Table 11: Student:teacher ratio and average number of teachers per school, by province and sector, 2014

Province	Gross student:teacher ratio	Teachers/school			
		Elementary	Primary	Secondary	Vocational
Autonomous Region of Bougainville	28.6	2.6	6.8	19.6	10.7
Central	32.6	2.5	6.0	20.8	9.0
East New Britain	31.5	2.1	10.3	28.6	17.5
East Sepik	46.9	1.9	7.2	17.8	7.0
Eastern Highlands	45.5	2.4	9.7	28.4	14.0
Enga	50.0	2.3	9.9	24.2	6.2
Gulf	47.1	1.8	4.1	11.5	5.3
Kiunga Lake Murray district	29.4	1.9	5.7	28.3	22.0
Madang	40.6	1.9	9.1	26.1	7.4
Manus	19.3	2.3	4.9	25.5	12.0
Milne Bay	34.2	1.8	5.9	22.6	6.8
Morobe	32.9	2.5	9.6	28.6	14.3
National Capital District	38.7	12.4	30.5	34.5	23.8
New Ireland	27.7	1.8	6.6	16.3	8.6
Northern	50.5	1.4	5.1	21.8	8.5
Sandaun	36.2	1.7	5.0	14.1	4.5
Simbu	33.9	2.6	9.3	18.0	12.8
Southern Highlands	38.1	2.3	9.7	21.5	8.0
West New Britain	34.7	2.2	8.4	24.2	16.0
Western Highlands	44.2	2.8	13.4	28.3	11.6
Western	40.7	1.6	4.1	17.3	9.5

Note: schools in Hela and Jiwaka provinces are included in Southern Highlands and Western Highlands figures respectively. Kiunga Lake Murray is in Western province but listed separately. Source: EMIS, NDoE

Table 12: Student enrollment, by province and gender, 2014

Province	Male		Female		Total
	Number	% of total	Number	% of total	
Autonomous Region of Bougainville	38,265	52	35,236	48	73,501
Central	38,216	54	32,440	46	70,656
East New Britain	48,310	54	41,644	46	89,954
East Sepik	72,647	54	60,931	46	133,578
Eastern Highlands	94,375	56	73,091	44	167,466
Enga	78,714	57	58,301	43	137,015
Gulf	17,505	57	13,341	43	30,846
Kiunga Lake Murray district	14,765	56	11,725	44	26,490
Madang	80,458	56	64,389	44	144,847
Manus	8,380	53	7,457	47	15,837
Milne Bay	38,374	51	36,147	49	74,521
Morobe	102,296	55	82,780	45	185,076
National Capital District	44,667	53	39,947	47	84,614
New Ireland	25,391	53	22,820	47	48,211
Northern	29,551	54	24,946	46	54,497
Sandaun	36,879	57	27,802	43	64,681
Simbu	50,853	57	38,625	43	89,478
Southern Highlands	97,931	57	73,809	43	171,740
West New Britain	38,400	53	33,725	47	72,125
Western Highlands	105,752	55	86,803	45	192,555
Western	18,640	55	15,432	45	34,072
Total	1,080,369	55	881,391	45	1,961,760

Note: schools in Hela and Jiwaka provinces are included in Southern Highlands and Western Highlands figures respectively. Kiunga Lake Murray is in Western province but listed separately. Source: EMIS, NDoE

Table 13: Districts without vocational centres, 2014

Province	Districts without vocational centres	Number
East New Britain	Rabaul	1
Eastern Highlands	Daulo, Henganofai, Ungai-Bena	3
Southern Highlands	Imbongu	1
Central	Goilala, Kairuku-Hiri	2
National Capital District	Gerehu, Boroko-Korobosea, Hanuabada, Laloki-Napanapa, Bomana	5
East Sepik	Wosera Gawi, Yanoru Sausia	2
Madang	Raicoast, Usine Bundi	2
Morobe	Kabwum	1
Total		17

Sources: TVET, inspection reports (2014), TFF subsidy listing (2014), Southern/Highlands regional/provincial coordinators' reports, managers/teachers (2014/15), NDoE

Table 14: Toilets, by sector, construction and gender, 2013

Province	Permanent		Semi-permanent		Bush material		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Elementary	647	659	621	592	4,604	4,499	5,872	5,750	11,622
Primary	2,028	2,045	1,361	1,325	4,177	3,925	7,566	7,295	14,861
Secondary	724	660	134	88	246	179	1,104	927	2,031
Vocational	121	133	33	37	82	55	236	225	461
Total	3,520	3,497	2,149	2,042	9,109	8,658	14,778	14,197	28,975

Source: EMIS, NDoE

Table 15: Students with special needs, by grade, 2013

Grades	Total enrolled students	Students with special needs	
		Number	% of total students
Preparatory	312,551	3,661	1.17
E1 & Grade 1	268,254	3,059	1.3
E2 & Grade 2	241,123	2,721	1.23
Grade 3	196,362	1,813	0.92
Grade 4	174,757	1,758	1.01
Grade 5	156,963	1,798	1.15
Grade 6	139,863	1,593	1.14
Grade 7	118,969	1,425	1.2
Grade 8	107,964	1,325	1.23
Grade 9	55,879	388	0.69
Grade 10	48,197	403	0.84
Grade 11	21,470	224	1.04
Grade 12	16,766	213	1.27
Vocational	31,546	552	1.75
Total	1,890,664	20,933	1.11

Source: EMIS, NDoE

Table 16: Students with special needs registered with Special Education Resource Centre (SERC), by grade, 2013

Province	Students registered with SERC		Students not registered with SERC		Total
	Male	Female	Male	Female	
Elementary	1,376	1,223	3,788	3,054	9,441
Grades 3–8	1,074	908	4,186	3,544	9,712
Grade 9–12	187	255	399	387	1,228
Vocational	137	198	11	206	552
Total	2,774	2,584	8,384	7,191	20,933

Source: EMIS, NDoE

Annex B – Enrolment projections for 2015–24

The following projections are modeled using the current trends and 2014 enrollment data and supplied in order to provide a 10-year picture of enrollments in the national education system.

It is anticipated that in 2019 the system will hit a level of maturity, with overall enrollments no longer growing at rates in excess of population growth. This assumes that children entering school (Preparatory) from 2015 are increasingly of the correct age group. That would result in elementary enrollments peaking in 2016, after which the numbers would fall gradually as the large number of over-age students gradually leaves school.

The trend in the elementary sector would feed into the primary sector, moderating growth from 2019 onwards. The secondary sector is likely to have continued, relatively-rapid growth, until the effect of the elementary boom fully passes through the system. There is also an assumption of improved transition rates from primary to secondary.

The vocational sector is assumed to grow at an annual 5 per cent rate throughout. In effect the FODE growth rate will converge to the same assumption over time.

The following tables are created using the 2015 school structure.

Table 17: Projected student enrollment, 2015–24

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Preparatory	331,186	329,110	327,033	324,956	322,879	320,802	318,725	316,648	314,572	312,495
E1 and G1	328,038	322,512	318,819	315,126	311,433	307,741	304,048	300,355	296,663	292,970
E2 and G2	252,454	301,403	296,354	292,993	289,631	286,269	282,908	279,546	276,184	272,823
G3	196,384	204,487	247,151	245,974	249,044	246,186	243,329	240,471	237,614	234,757
G4	183,324	185,740	194,263	234,793	233,675	236,592	233,877	231,162	228,448	225,733
G5	167,645	173,387	176,453	184,550	223,054	221,992	224,762	222,183	219,604	217,025
G6	150,020	158,559	164,718	167,630	175,322	211,901	210,892	213,524	211,074	208,624
G7	134,783	141,888	150,631	156,482	159,248	166,556	201,306	200,347	202,848	200,520
G8	115,485	127,477	134,794	143,099	148,658	151,286	158,228	191,241	190,330	192,705
G9	62,506	66,750	75,976	82,763	93,015	96,628	98,336	102,849	124,306	124,306
G10	58,835	59,381	63,413	72,178	78,625	88,364	91,796	93,419	97,706	118,091
G11	23,732	28,123	29,453	32,594	39,698	43,244	48,600	50,488	51,381	53,738
G12	22,545	22,545	26,717	27,980	30,964	37,713	41,082	46,170	47,964	48,811
Vocational	43,398	45,567	47,846	50,238	52,750	55,387	58,157	61,065	64,118	67,324
FODE	13,104	14,035	14,965	15,896	16,826	17,757	18,687	19,618	20,548	21,479
Total	2,083,440	2,180,965	1,968,195	2,031,775	2,100,090	2,470,660	2,752,204	3,011,097	3,238,922	3,450,082

Source: Statistics Branch, NDoE, 2015

Annex C - Proposal for school system restructure reform

There is undisputed agreement on the need to provide quality education for all children and youth in PNG and that all must have access to a full and relevant education. During the planning process of this NEP, there has been considerable discussion about the most suitable structure of the school system in PNG to achieve this.

The National Executive Council (NEC) in its Special Meeting No. 17 of 2016 has directed the National Department of Education to implement a new structure in 2018. The new endorsed structure will see elementary reduced to just 1 year. This means that prep grade remains in elementary while elementary prep one (EP1) and (EP2) moves into primary as grades 1 and 2. Primary education will start at grade 1 and finish at grade 6.

The name 'Secondary' will be replaced with "High School" where Grade 7 to 10 will be called "Junior High School" and Grade 11 and 12 will be called "Senior High School". Grade 7 and 8 in primary schools will become part of high school. The current 4 years of secondary will now be increased to 6 years with the inclusion of Grade 7 and 8 from primary.

The implementation of this restructure will start with National Capital & Gumine Districts and implemented by rest of the Provinces from 2020 onwards. Attached below is the approach the restructuring of the system will take.

A separate plan and costed implementation program will be developed with support to enable sub national planning to achieve such a large scale change. Note that –Wards are to establish Pre-Schools at their own initiative and cost. Standards will be provided by the Department of Education.

Table 18: Current System (3-6-4) to New System (1-6-6)

Student Age (years)	Current Structure 3-6-4		New Structure 1-6-6	
	Sector	Grades	Sector	Grade
6	Elementary 3 years	EP	Elementary 1 year	Preparatory
7		E1	Primary 6 years	G1 G2 G3 G4 G5 G6
8		E2		
9	Primary 6 years	G3		
10		G4		
11		G5		
12		G6		
13		G7	High School Junior High School 4 years	G7 G8 G9 G10
14		G8		
15	Secondary 4 years	G9	Senior High School 2 years	G11 G12
16		G10		
17		G11		
18		G12		
Total		13 years		13 years

Section eight

Reference material

Reference material

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